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ABSTRACT

This bibliography on principals and vice-principals, the fourth such bibliography published by the Canadian Teachers' Federation, lists materials on the topic published since August 1978. Unlike its predecessors, this bibliography of 759 entries is annotated wherever possible and arranged by subject for easier access to specific kinds of information. Identification numbers are provided for material in the ERIC system. (MLF)

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BIBLIOGRAPHIES IN EDUCATION

No. 76

PRINCIPALS AND VICE-PRINCIPALS

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EA 016 075

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PRINCIPALS AND VICE-PRINCIPALS

Three previous bibliographies on principals and vice-principals have been published by CTF: No. 32 (February 1973), No. 51 (March 1975) and No. 65 (August 1978). This bibliography lists materials on the topic published since August 1978. Unlike its predecessors, this bibliography is annotated wherever possible and arranged by subject for easier access to specific kinds of information.

The sources consulted in preparing this bibliography include: Bibliographie du Québec (Bibliothèque nationale du Québec), British Education Index (British Library), Canadian Books in Print (Univ. of Toronto Press), Canadian Education Index (CEA), Current Index to Journals in Education (Oryx), Directory of Education Studies in Canada (CEA), Eduq; Bibliographie analytique sur l'éducation au Québec (Ministère de l'Education du Québec), Onteris (Ont. Ministry of Education), Radar (Bibliothèque nationale du Québec), Resources in Education (ERIC), and Subject Guide to Books in Print (Bowker).

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Geraldine Gilliss
Director
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A. PRINCIPALS

GENERAL

*1. Abramovitz, Susan. The principals of the eighties: the manager of decline. NASSP Bulletin 63:431:11-18 Dec'79.

The role of the principal is a complex one, tied to shifts in the school population and changing public demands. This article takes a look at the future of the principalship.

*2. Alberta School Trustees' Association. The Role of the "Principal". Edmonton: ASTA, 1981. 10p.

This position paper identifies the principal as the most important and influential individual in the school system. It outlines (a) the performance characteristics of an effective principal; (b) the role requirements of the position and resulting conflicts and (c) the desirable directions for boards of trustees to adopt relative to the role of the principal.

*3. Albrecht, James E. A new focus for the principal. NASSP Bulletin 65:446:113-15 Sept'81.

Establishing among faculty members a feeling of proprietorship in the school can be a new focus for the principal.

*4. Alexander, E. Principal: a friend or foe? Reporter (OECTA) 4:2:29 Oct'78.

The author recommends the use of a cooperative decision-making model in schools to avoid confrontation between principals and teaching staff.

*5. Alkire, Gary F., and Patrick C. Dorin. Elementary principals: how do we compare with middle managers in industry? Education 99:4:381-84 Sum'79.

A study conducted at the University of Minnesota (1977) suggests there is no significant difference in the activities of elementary school principals and industrial managers when it comes to planning, investigating, coordinating and evaluating activities.

**6. Amato, Ted. (ed.) Elementary Principals: A Checklist to Succeed. ACSA Operations Notebook 23. Burlingame: Association of California School Administrators, 1978. 39p. Available ERIC. ED 188 350. Microfiche only.

This operations notebook is constructed so that it can serve as a practical guide and quick reference for elementary school principals. It has a checklist-type format, and the entire document can be inserted into a three-ring binder. The eight topics covered include preparation for the opening of school, contract management, handling emergencies, and management of the instructional program, the school budget, categorical aid programs, support services and school climate. A list of publications is provided to assist elementary school principals in these areas.

*7. Argue, Al. What do principals do? B.C. Teacher 58:2:68-70 Nov'78.

The author studied the day-to-day activities of a number of principals in order to determine which tasks were involved. He concluded that the principal's work is essentially a form of managerial work. The characteristics of the principal's work and his working roles are delineated.

8. Armlin, Nelson, and Charles Graber. "Schools without principals." Catalyst for Change 9:2:18-20 Win'80.

The transfer of authority from the principal to a board of teachers and parents is proposed.

9. Association des directeurs d'école de Montréal. Comité d'étude de la gestion des écoles. Des écoles au service des publics: une étude de la notion de milieu. Montréal: L'Association, 1980. 40p.

10. Association des directeurs d'école de Montréal. Comité d'étude de la gestion des écoles. La gestion de l'école, service de première ligne. Montréal: L'Association, 1978. 25p.

*11. Awender, M.A. The principal's leadership role: perceptions of teachers, principals and superintendents. Education 99:2:172-79 Win'78.

Questionnaires asking principals, teachers, and superintendents to rank-order items dealing with the principal's actual and ideal role were sent to 105 school jurisdictions in Ontario. Findings indicated teachers and superintendents view the principal's role differently, while the principal's view of his role is most like that of the superintendent.

12. Bacon, A.W. Democrative values and the managerial prerogative: a case study of head teachers and democratised school boards. Educational Studies 4:1:30-44 Mar'78.

13. Bailey, Martha. Art of positive principalship. Momentum 10:2:46-47 May'79.

An elementary school principal explains how she promotes a positive working and learning environment in her school through written and verbal praise, open communications and the sharing of ideas.

14. Bargen, Peter F. On being a principal (administrator). Ontario Principal 1:1:14 Apr'78.

15. Barth, Roland S. How to ensure an effective principalship. National Elementary Principal 59:3:10-20 Mar'80.

Some of the conditions that can inhibit or enhance a principal's effectiveness are: the size of a school or district, the distribution of power, the unit of management and the availability of support systems that foster professional development.

**16. Batchler, Merv. The Enigma of Administrative Behaviour. Victoria, Australia: Deakin University, School of Education, August 1981. 6p. Available ERIC. ED 213 141. Microfiche only.

Two recent research reports used a field study and observations to analyze actual on-the-job behavior of superintendents and principals. Duignan (1980) found that the superintendent's activities are not generally planned and organized but rather are made up of uninvited verbal encounters, externally imposed deadlines and crises. Willis found that the principal's work is marked by uncertainty, and is hectic in pace, varied in composition and discontinuous. These findings provide comfort to the school administrator who feels guilty for spending time accomplishing little more than coping with ambiguity, frustration and disruption.

17. Batchler, Mervyn William. A Study of Relationships Between Organizational Climates and the Administrative Behaviour of School Administrators. Ph.D thesis, University of Alberta, 1976. 255p.

The relationships between organizational climates described as "innovation and initiative" and "adherence to rules and precedents" with "permissive" and "close" supervision are explored. In two samples of principals and vice-principals in Alberta, Batchler found considerable differences in administrative behaviour as a result of organizational climate. Few differences in organizational behaviour were found between older and younger school administrators in different climates.

18. Bean, Reynold, and Harris Clemes. Elementary Principal's Handbook: New Approaches to Administrative Action. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

*19. Beanlands, Les J. Service function of the principal. Lighthouse 2:2:19-22 Wtr'78.

Principals are becoming more involved in the service functions related to operating a school, leaving less time for the leadership function which was always considered to be the primary responsibility. The author classifies the service functions which the principal performs into four broad categories: (1) social welfare; (2) student counselling in a disciplinary context; (3) curriculum; and (4) structural or plant service. These categories are explained.

20. Beaulieu, Lorenzo. Principaux d'école américains et nous. Revue Information 16:8:6-9 Avril 1977.

*21. Beaulieu, Pierre. Les minutes d'un directeur d'école. Education Québec 10:6:21-22 Avril 1980.

Les dispositions de la Loi 71 créent des conseils d'orientation des écoles et confèrent aux quelque 4,000 directeurs d'école du Québec un leadership accru et un statut juridique. On effectue un retour sur le passé, à travers les minutes d'une journée de Richard Langlois, directeur d'école. On évoque ainsi le contexte dans lequel s'effectuera la réforme amorcée.

*22. Bedley, Gene. How one principal promotes positive school climate. Thrust for Educational Leadership 7:2:15-16 Nov'77.

The principal who recognizes the importance of giving people clear information about their success has recognized the single most important variable for increasing human potential. Seven ideas designed to improve communication among teachers, parents and students so that they can become more effective functioning human beings are presented.

23. Benthul, Herman F. Competencies that principals need for leadership in curriculum development. Catalyst for Change 8:3:18-19,31 Spr'79.

The field-centered intern program at East Texas State University in Commerce, Texas, is an approach to identifying and developing competencies that the principal needs.

24. Beranis, Ted A. Principals and superintendents: easing strains on the partnership. Education Digest 47:4:22-25 Dec'81.

This article lists specific ways that superintendents and principals can contribute to the effective functioning of the administrative group.

*25. Bezard, Robert N. The school principal -- more manager than teacher? Education Canada 21:2:9-11 Sum'81.

The principal's position in the school system in general and within teachers' organizations in particular is, at present, hazy and in urgent need of reappraisal.

*26. Bhella, Surjit K. Principal's leadership style: does it affect teacher morale. Education 102:4:369-76 Sum'82.

A study conducted among 126 Oregon rural high school teachers showed: (1) a positive correlation between principals' attitudes toward people and productivity; (2) no relationship between principals' attitudes toward people and teachers' attitudes toward teaching; and (3) no relationship between teachers' age or sex and principals' leadership style.

27. Blair, Alice C. No-Nonsense Principal Handbook for Elementary Principals. Chicago: Urban Research Institute, 1982. 112p.

*28. Blumberg, Arthur, and others. The substance of trust between teachers and principals. NASSP Bulletin 62:422:76-88 Dec'78.

Eighty-five teachers enrolled in graduate school responded, in writing, to the meaning the statement "I trust my principal" had for them. The responses served as the basis for a questionnaire administered to another group of 167 teachers in graduate classes.

29. Bonenfant, Charles-Henri. Comment je vois la tâche de mon principal dans l'école. Revue Information 18:7:10-11 Mars 1979.

*30. Bornstein, Rita. The principal's role in Title IX compliance. NASSP Bulletin 63:426:40-45 Apr'79.

The author presents guidelines for principals to measure their own efforts to comply with Title IX guidelines and to provide sex equity for all students and employees.

31. Bossert, Steven T., and others. The instructional management role of the principal. Educational Administration Quarterly 18:3:34-64 Sum'82.

Four factors in the principal's role as instructional manager are considered: (1) instructional organization, including time, class size and arrangement, and grouping; (2) school climate; (3) the principal's exercise of authority, power, and influence; and (4) the nonschool context, such as personal and district characteristics and the external social environment.

32. Bouchard, Lise. Principal au primaire -- responsabilité + P défi. Revue Information 18:6:10-13 Févr. 1979.

**33. Braukmann, William T. Techniques to Improve the Educational Climate in Your School. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, 64th, Miami Beach, Fl., January 11-15, 1980. 8p. Available ERIC. ED 182 861.

The author offers and elaborates on 12 tips to help principals improve school climate: (1) Be aware that the principal's most important function is getting people to feel good about themselves; (2) Establish a climate of professionalism in working with teachers; (3) Interact personally with children; (4) Be visible and get into the classroom; (5) Be a teacher advocate; (6) Be hospitable to teachers; (7) Be sensitive to teachers' suggestions; (8) Have a fund available to finance small teacher or student projects; (9) Learn to give negative criticism in a positive way; (10) Be a politician when dealing with the community; (11) Capitalize on the strength of people by delegating responsibility; (12) Be human, have a sense of humor, and address unpleasant tasks with fairness, firmness and dispatch.

*34. Bricker, J. Brodie. The principalship and its expectations. NASSP Bulletin 62:421:20-24 Nov'78.

Some insights gained in a first principalship are shared in hopes they may prove helpful to other new or aspiring principals in understanding the requirements of the job.

35. Brodeur, Suzanne B. Le principal d'école, un homme-clé ...? Revue Information 18:6:14-17 Févr. 1979.

*36. Brown, Alan F., and others. The Impact of Declining Enrolment Upon the Principal and Vice-Principal in Ontario with Implications and Alternatives. Toronto: Commission on Declining School Enrolments In Ontario, 1978. 61p. Available ERIC. ED 197 447.

A questionnaire surveying a 5 per cent sample of Ontario's schools attempted to evaluate how declining enrolment is affecting principals and vice-principals in their relationships with staff, students, community, colleagues, trustees, and superiors, as well as in their personal lives. Analysis of the data reveals that there is generally more tension and apprehension among staff, that students may be exposed to poorer quality teaching as a result of decline, that the community is reacting to pupil reduction with positive ideas, and that some administrators are cooperating more closely in facing the crisis, although others are victims of rivalry and uncertainty. In considering the implications of the survey, the author argues for devolution of the out-of-school administrative structure and the maintenance of a strong principalship that can reassume responsibilities centralized in the 1950's and 1960's. In addition, the author predicts a reduction in the size of schools as they become more community related, the leasing of unused school space, the use of various personnel ploys to cope with redundancy and a redefinition of the role of vice-principal.

*37. Buchanan, William C. The principal and the role expectations of the library media specialist. Clearing House 55:6:253-55 Feb'82.

The author discusses the conflicts between school principals and library media specialists concerning the role of the specialist. Suggestions for resolving those conflicts are presented.

38. Bumstead, Richard A. Public or private? What parents want from their schools. Principal 61:4:39-43 Mar'82.

This article describes a Wellesley (Massachusetts) study concerning why parents are moving their children from public to private schools. The reasons -- school closings, discipline problems, unresponsive schools, and lack of teacher and administrator concern for the individual child -- point to the importance of the principal.

39. Bureau, Robert. Quand on invite les principaux d'école ... Revue Information 17:9:6-11 Mai 1978.

40. Bureau, Robert. Principal d'école ... 24 heures par jour c'est 'charger un peu'. Revue Information 18:8:28-29 Avril 1979.

41. Bureau, Robert, et Louise Gagné. Le principal dans l'école: une responsabilité sans limite? Revue Information 18:5:10-11 Janv. 1979.

**42. Burgess, Joanne S., and R. Allan Dermott. Leadership Development for Elementary School Principals: Establishing a Competency Base for Elementary Principalship. 1978. 33p. Available ERIC. ED 203 536.

A survey of 478 educators in Maine public elementary schools revealed their assessments of the most useful skills for

elementary principals. In the composite ranking, eight of the ten top-rated skills for principals were in the area of human relations. They included demonstrating a genuine personal interest in children and supporting staff members in their relationships with students and parents. The results showed further that teaching principals rely more on human relations skills and display more understanding of important technical and conceptual competencies than do non-teaching principals.

*43. Byrne, David R., and others. The Senior High School Principalship. Reston, Va.: National Association of Secondary School Principals, 1978. 3 vol.

This three-volume report is the result of the NASSP's 1977 National Study of the Principalship designed to ascertain the current nature of the assignment as well as the background and training of principals. Volume 1 is the report of the national survey of a randomly selected sample of senior high school principals. Volume 2 is the report of an in-depth examination of sixty senior high principals judged to be effective. Volume 3 contains a synthesis of the results of the first two volumes as well as projections into the future and a substudy on the characteristics of non-public principals.

**44. Caldwell, William E., and Daniel B. Doremus. The Relationship Between Organizational Behavior and Elementary Principal Role Conflict and Ambiguity. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978. 13p. Available ERIC. ED 150 713.

This study analyzed relationships between the administrative roles of superintendents, assistant superintendents, directors of elementary education, elementary principals, and elementary building principals. The data analysis revealed significant relationships between superintendents and principal organizational behavior perceptions and the amount of elementary principal role conflict and ambiguity. A negative relationship was found between open organizational behavior and the level of administrative position. The findings also support the research of behavioral scientists in recommending a higher level of participatory management in order to overcome the reduction of perceived autonomy in lower levels of management.

45. Caldwell, William E., and Frank W. Lutz. The measurement of principal rule administration behavior and its relationship to educational leadership. Educational Administration Quarterly 14:2:63-79 Spr'78.

This research indicates that the type of rule administration exhibited by school principals has an important effect on various aspects and elements of the educational organization as reflected in the attitudes of teachers toward the administrator's behavior.

*46. Callison, William L., and Walter F. Beckman. Organizational control tops priority list. NASSP Bulletin 63:426:99-103 Apr'79.

Questionnaire responses from 200 participants in a national administrator conference group indicate that secondary administrators perceive issues related to their control of the school organization as critical to their welfare in the team management approach.

**47. Caputo, Edward M. Principal or Wizard: Brains + Heart + Courage = Five Principles of School Based Management. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, Miami Beach, April 19-23, 1980. 16p. Available ERIC. ED 188 344. Microfiche only.

This paper is a comparison of traditional and modern school management techniques for use by principals. The traditional is represented by the management style of The Wizard of Oz, the modern by five goals of what is termed "school-based management". The five goals, discussed in detail, include giving lower-level employees as much freedom as they need to do their job, limiting the data gathering on teacher accountability to the area of student achievement, letting school staffs control their own budget, letting employees share in shaping their own work environment, and fostering a system that encourages innovation and creativity.

*48. Carey, James. People problems face principals in 80s. Reporter (OECTA) 6:4(i.e.5):22 Feb'81.

The author feels that the successful principal of the 80's will be highly "people-oriented". His/her most important task will be to coordinate the team involved in creating the school learning environment.

**49. Carey, Maggie D., and Fred A. Snyder. The Difference Between Thorns and Threats in Elementary School Administration. Studies in Curriculum Development No. 1, 1979. Terre Haute, Ind.: Indiana State University, School of Education, 1979. 66p. Available ERIC. ED 169 676. Microfiche only.

In the fall of 1977, students enrolled in an elementary school administration and supervision class at Indiana State University attempted to separate the "threats" from the "thorns" in elementary school administration. "Thorns" were defined as everlasting or recurrent problems, and "threats" were defined as relatively new problems perceived as potentially disruptive to the administrative process and operation of the school. This publication presents transcripts of conference telephone conversations among members of the class and five outstanding elementary principals from across the nation. Fifteen problems classified as "threats" were discussed, including accountability, certain court rulings, certain curriculum issues, declining enrollment, fuel shortage, and inadequate funding. Fifteen problems classified as "thorns" were discussed, including attendance policies, difficulty in obtaining good teachers, discipline, faculty and staff evaluation, and grading and promotion. The conversations revealed that the outstanding principals contacted were all

rather tolerant of the problems perceived as "thorns" but did not all perceive the "threats" as equally important.

*50. Carruthers, Robert L., and L.S. Richardson. The end of the three Rs. NASSP Bulletin 62:420:41-4 Oct'78.

Results of a survey of Texas school administrators asked to rank courses of instruction in order of importance are presented.

*51. Cawelti, Gordon. Effective instructional leadership produces greater learning. Thrust for Educational Leadership 9:3:8-9 Jan'80.

Today's instructional leader must possess skills in four critical areas: curriculum development, clinical supervision, staff development, and teacher evaluation.

**52. Cawelti, Gordon. Focusing Instructional Leadership on Improved Student Achievement. Paper presented at the Annual Meeting of the American Association of School Administrators, Anaheim, Ca., February 15-18, 1980. 11p. Available ERIC. ED 184 241.

Research evidence on the effects of schooling continues to demonstrate that schools with effective leadership produce more learning than other schools do. Today's instructional leader must possess skills in the four areas of curriculum development, clinical supervision, staff development, and teacher evaluation.

**53. Chafel, Judith A. A Time Analysis Study of the Job of the Elementary Principal. 1979. 35p. Available ERIC. ED 189 683.

The author describes the methodology to be used in a time and motion analysis of ten elementary principals, planned for completion at some future date. This research is intended to answer questions concerning the nature of changes in the activities of principals given the increasing pressures from government, community, faculty, and others in recent years.

**54. Changing Role of the Principal. ACSA Special Report Vol. 7, No. 7. Burlingame: Association of California School Administrators, 1978. 14p. Available ERIC. ED 155 777. Microfiche only.

A number of forces are changing the role of the school site administrator. Federal, state, and local requirements, including categorical programs such as those for educationally disadvantaged children, place added administrative burdens on the principal. Increased paperwork, meetings, problems to be solved, and demands to be met from ever-growing numbers of ever more militant interest groups (both legislatively created and unofficial), leave principals feeling overwhelmed, overworked, and undersupported.

*55. Chapman, Judith, and Quentin Willis. The Australian school principals' interpersonal world of work. Alberta Journal of Educational Research 28:2:149-62 Je'82.

Two case studies report that interpersonal competence is fundamental for effective functioning in the principalship.

The observational method found that the highest proportion of principals' time is spent in direct, personal interaction with others. Using the survey technique to identify the competencies which principals need to possess, Chapman found that principals, teacher association representatives, school council presidents and Education Department officials perceived personal qualities and interpersonal skills as the most important competencies required.

*56. Charters, W.W., Jr. Administrator success: an artifactual finding. American Educational Research Journal 16:2:197-99 Spr'79.

A study conducted 15 years ago -- which indicated that school administrators' success is dependent on the relationship between their personalities and the social setting of the school district -- is criticized. The statistical analysis originally used is described as spurious.

57. Cole, Peggy Ruth. Keeping your head above water. Learning to live with a new principal. Independent School 41:4:26-28 May'82.

A newly-appointed principal describes the responses of school children, and how the responses vary according to age and experience, as the children adjust to her presence after the departure of a beloved predecessor.

**58. Coleman, Donald G. Leader Styles of Secondary Principals. 1978. 88p. Available ERIC. ED 165 319.

Researchers attempted in this study to develop an instrument capable of measuring the "task" and "people" orientation of leader styles so that scores could be plotted on the "Administrative Grid" developed by the researchers.

59. Collins, John K. Principals and the politics of survival in the '80's. Administration (Manitoba) 5:2:31-34 Spr'81.

60. Collins, Paul D., and others. What's going on around here? Eight principals talk about power. National Elementary Principal 58:3:36-44 Mar'79.

61. Comeau, Laurent. Le principal d'école secondaire, vu du bureau d'un PNE. Revue Information 18:7:20-21 Mars 1979.

*62. Common, R.W. An examination of effective school management to facilitate the curriculum process. Comment on Education 12:2:11-21 Dec'81.

The purpose of this paper is to try to identify organizational procedures and leadership styles that will ensure success in curriculum tasks. After discussing the present role of the principal in the area of curriculum, the author presents an argument for a specific management style that will enable the principal to maintain an effective, innovative and adaptive organization. After examining one particularly appropriate model of management patterns, he concludes with some specific implications for the principal as curriculum manager.

**63. Conwell, William E., and Robert S. Kish. Multi-Unit High School. Principal's Manual. Annandale, N.J.: North Hunterdon Regional High School, 1976. 44p. Available ERIC. ED 162 392. Microfiche only.

The primary role of the principal in a multi-unit high school is that of curriculum leader. By allowing others to share in the decision-making process, encouraging the utilization of the program improvement council, striving for community involvement, and allowing others who are highly motivated the autonomy they need, the principal helps assure that the frustrations and obstacles that obstruct traditional programs do not develop. The principal also serves as a supporter and facilitator of the multi-unit program, organizing the administrative staff, aides, and volunteers to best allow teachers the freedom to work closely with students. Teacher evaluations and budget administration are conducted with consensus, open communication, and shared decision-making in mind as well. Finally, the principal assumes the role of protector of the educational program, carefully balancing the influence of the different aspects of the multi-unit program and guarding the pluralistic decision-making process even from his or her own tendency toward unilateral decisions. This manual discusses the means by which principals cope with these roles.

*64. Corbett, John J., and others. Principals are key to effective use of computer technology. NASSP Bulletin 66:454:109-115 May'82.

Principals are urged to exercise leadership in adopting the technology afforded by microcomputers. Statistics concerning the sales, cost, and use of computers, advice about the application of computers to administrative work, and guidelines for administrators who want to adapt computers to their needs are offered.

65. Cotton, Chester C., and others. Marginality and the school principal. Educational Forum 43:2:221-27 Jan'79.

The similarities between the principal's role and certain other marginal occupational roles are reviewed, along with a discussion of the costs and benefits to the principal of a marginal personality orientation.

*66. Cross, Ray. A description of decision-making patterns of school principals. Journal of Educational Research 73:3:154-59 Jan-Feb'80.

An examination of principals' decision-making patterns indicates that they are essentially reactive in nature and are reached most often on the basis of reports from subordinates without further search for information or guidance.

**67. Cross, Ray. Elementary School Principal Effectiveness. Sponsoring Agency: Corpus Christi Univ., Texas, 1979. 183p. Available ERIC. ED 199 905. Microfiche only.

A review of research linking elementary principal "antecedents" (defined as traits), behaviors, school

conditions, and student outcomes furnishes few supportable generalizations. Perhaps the safest generalization yielded by the review draws a connection between principal behavior (such as leadership style) and organizational variables (such as school climate, teacher performance, or school innovativeness), specifically, between elementary school principal leadership style and school innovativeness. Although contingency studies relating situational variables and principal behavior are still in infancy, the findings so far justify a continuance of this line of investigation.

68. Cross, Ray. How to beat the clock: tips on time management. National Elementary Principal 59:3:27-30 Mar'80.

The basic principles of time management are clustering similar activities, doing one thing at a time, and buffering yourself from messages that you either do not want at a particular time or do not need at all.

69. Cross, Ray. What makes an effective principal? Principal 60:4:19-22 Mar'81.

The author reviews research on principal effectiveness and pronounces the results inconclusive except in revealing that principals have little effect on academic achievement, that personal characteristics are unrelated to success, and that a leadership style demonstrating high concern for both people and task is best.

70. Crowson, Robert L., and Cynthia Porter-Gehrie. The discretionary behavior of principals in large-city schools. Educational Administration Quarterly 16:1:45-69 Win'80.

This article explores how principals use some of the discretionary resources at their command to come to an accommodation on problems of resource inadequacy, challenges to authority, and conflicting role expectations. The framework provided by the theory of street-level bureaucracy is used.

**71. Crowson, Robert L., and Cynthia Porter-Gehrie. The School Principalship: An Organizational Stability Role. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 41p. Available ERIC. ED 184 230.

Principals were asked how they define their role and how they use their authority to provide a stabilizing influence for the organization. The key organizational maintenance efforts of principals, revealed by the study, include maintaining disciplinary order in the school, keeping outside influences and staff conflicts under control, and keeping the school supplied with adequate resources. Among the discretionary mechanisms employed are event management, behavior and image control, community involvement, staff reward and punishment, and the principals' use of the system to their best advantage.

*72. Crowson, Robert L., and Cynthia Porter-Gehrie. The urban school principalship: an organizational stability role. Planning and Changing 12:1:26-53 Spr'81.

Through a review of the literature this article describes some elements of the role of the principal in a large city school system and finds that strategies and devices for organizational stability and survival comprise an important portion of a principal's discretionary activity.

**73. Crowson, Robert L., and Van Cleve Morris. The Principal's Role in Organizational Goal-Attainment: Discretionary Management at the School Site Level. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 27p. Available ERIC. ED 218 766.

The authors argue that principals are more deeply engaged in organizational goal attainment than has been believed, and that, despite minimal communications between principals and central administrative offices, the organization is more tightly coupled than has been thought. The reason for this paradoxical situation is that the professed goals of the educational system -- the development of a curriculum and the provision of instruction in that curriculum -- are not in fact the operative goals of the system. These operative goals are managing environmental uncertainty, maintaining an organizational mythology, and rewarding the organization's employees. The authors conclude that, textbook job descriptions notwithstanding, the principal is considered successful and makes professional gains if he achieves the system's operative goals.

**74. Cunningham, Paul H. Decentralized Budgeting: Making the Management Team Work. Paper presented at the Annual Meeting of the National School Boards Association, Anaheim, Ca., April 1-4, 1978. 16p. Available ERIC. ED 154 499.

School principals tend to be sufficiently trained to serve as superintendents or assistant superintendents. This training ought to be put to use by involving them more thoroughly in the decision-making process. While boards of education retain the authority for fixing the budget and superintendents see that the budget is met, principals should have more say in how that budget is applied in their individual buildings. This will allow principals to respond innovatively to the local situation in terms of personnel, materials, and curriculum, within bounds established by policy, while leaving central office personnel freer to concentrate on broad goals and directions, evaluations, and development of the school system as a whole.

75. Cussons, Ron. The future role of the principal or "to be or not to be". Ontario Principal 1:1:15,17 Apr'78.

76. Cussons, Ron, and others. Principals' lobby is growing. Northern Principal 3:2:11-12 Je'77.

*77. Cutts, Dannie E., and others. Administrator microliteracy: a challenge for the '80s. NASSP Bulletin 66:455:53-59 Sept'82.

This article explains why principals must be knowledgeable about microcomputers and describes a workshop held at the University of Mississippi aimed at increasing "microliteracy".

*78. Dallaire, Thérèse. En milieu économiquement faible l'enthousiasme du directeur d'école est la clé du succès. Informeq 54:9 Févr. 1981.

Si on veut changer, modifier, faire des innovations dans le milieu socio-économiquement et politiquement faible, le projet d'intervention doit être spécifique à une école. Et la clé du succès, c'est que le directeur y croie. C'est à peu près en ces termes que le conférencier, M. Maurice Bélanger, professeur au département des sciences de l'education à l'université du Québec à Montréal, résumait la leçon qui se dégage de l'échec de nombreuses interventions éducatives entreprises dans plusieurs pays.

*79. Dallaire, Thérèse. In an economically deprived environment the school principal's enthusiasm is the key to success. Meqnews 54:9 Feb'81.

If intervention is carried out in deprived environments, there is a series of factors which will make or break the program. Three factors are crucial: the enthusiastic attitude of the school principal, the innovative attitude of the teachers and the active participation of the parents and the community.

**80. Davis, Todd. When Global Models Fail: The Administrator as "Firefighter". 1981. 17p. Available ERIC. ED 204 854. Microfiche only.

One hundred and seventy-two principals ranked the importance of 13 statements about administrative priorities drawn from the theoretical model. The principals' rankings indicated that all the statements were equally important, a finding that failed to support the theoretical model. Combined with the respondents' comments, these results show that principals do not share general agreement on educational administration and that they work in situations of uncertainty in which problems and objectives must be handled on a piecemeal basis.

**81. DeBevoise, Wynn. The Principal's Role: How Do We Reconcile Expectations with Reality? Eugene, Ore.: Center for Educational Policy and Management, 1982. 9p. Available ERIC. ED 215 437.

Principals are expected to be instructional leaders but generally lack the time and training to assume such a role. Several theories and research studies suggest alternative views of the principal's role in providing instructional leadership.

82. De Guire, Réal. Le directeur d'école et la concertation dans sa commission scolaire. Information 20:6:26-28 Févr. 1981.

83. de Luna, Phyllis. Trustees see principal as principal teacher. ATA News 16:7:4 Dec 7'81.

84. Desbiens, Jean-Paul. Prendre sa place. Les cahiers de Cap-Rouge 8:3:14-29 1980.

La situation du principal d'école est l'une des plus inconfortable de la societé actuelle. Aussi est-il important pour celui-ci de "prendre sa place" à l'école et dans le projet éducatif. Dans le présent projet, les valeurs comme le respect physique des lieux, la qualité du langage, la tenue, la présentation des travaux ainsi que la dimension religieuse occupent une place centrale. On doit se méfier des consensus superficiels.

85. Dionne, Rodrique. Le directeur d'école secondaire, le principal enseignant ou l'administrateur? Revue Information 18:7:16-18 Mars 1979.

*86. Dohan, Margaret. Principals and Vice-Principals. Bibliographies in Education No. 65. Ottawa: Canadian Teachers' Federation, 1978. 54p. Available ERIC. ED 168 163. Microfiche only.

This bibliography lists material published on principals and vice-principals since March 1975. The entries include 215 books, 437 articles, and 6 theses. A list is provided of the Federation's publications in this series.

87. Donnelly, Bert. The Relationship Between School Management Patterns and Environmental Press on Students in Grade Seven and Eight. Ph.D. thesis, University of Ottawa, 1980. 177p.

The effect of the style of management utilized by a principal in administering a school on the climate at the classroom level was analyzed. The need-press theory of Stein was used to measure the classroom atmosphere. A relationship was found between the management pattern of the principal and the environmental press perceived by students in the various classrooms.

88. Dorin, Patrick C., and Gerald G. Mansergh. Middle management time usage. Catalyst for Change 9:2:4-7 Win'80.

Elementary principals and industrial managers are involved in similar job activities, but they differ in the amount of time spent in each activity and in the degree of interaction with others.

89. Dow, Gordon Malcolm Keith. The Consultative Role of the School Principal in the Administrative Decision-Making Processes of a New Brunswick School District. M.Ed. thesis, University of New Brunswick, 1977. 112p.

A study of elementary and intermediate school principals and the decision-making process.

**90. Drahmann, Theodore. The Catholic School Principal: An Outline for Action. Washington, D.C.: National Catholic Educational Association, 1981. 56p. Available ERIC. ED 207 202.

To assist administrators of Roman Catholic elementary and secondary schools, this manual examines 15 primary areas of responsibility or tasks for Catholic principals. Using a checklist format, the manual discusses a number of aspects of each task, including a definition of that task, a description of the principal's responsibilities, lists of the principal's administrative actions and of the school board's actions and policies, information to put in the faculty and parent/student handbooks, references for helpful resources, and questions on issues the principal should address.

91. Droits et pouvoirs du directeur ou du responsable de l'école. Informeq 46:13 Avril 1980.

La Loi 71 a donné un statut au directeur d'école en précisant ses fonctions et ses responsabilitiés. On énumère les droits, pouvoirs et fonctions du directeur ou responsable de l'école. L'une de ces fonctions consiste, entre autres, à présider un conseil d'orientation de l'école qui regroupe l'ensemble des agents d'éducation.

92. Dubois, Noël. Directeur! Agent double? Ontario Principal 1:1:8 Avril 1978.

**93. Dunstan, Jeffrey F. An Ethnographic Study of the Decision-Making Processes and Leadership Behavior at the Schoolwide Level in Selected Secondary Schools. Madison, Wisc.: Research and Development Center for Individualized Schooling, 1981. 357p. Available ERIC. ED 206 091.

This study used field-study methodology to identify and describe decision-making processes and leadership behavior at the school-wide level in secondary schools that individualize their educational programs. Decision-making in the schools was analyzed in terms of decision content, stages, involvement, and constraints. Structural, participative, and supportive leadership behaviors were also identified, described, and analyzed.

*94. Dussault, Jean. A la commission scolaire d'Acton Vale, une école sans principal. Education Québec 7:6:17 Avril 1977.

Après la démission de leur principal commun, trois écoles de la Commission scolaire d'Acton Vale optent pour la cogestion. Afin de faciliter la coordination entre l'administration de la Commission scolaire et les trois écoles, chacune de ces dernières s'est nommé un répondant. Les professeurs ont constaté que la formule doit s'appuyer sur la participation des parents au processus de décision. Sans leur appui, la cogestion risque l'échec.

95. Edge, David L., and Jerry W. Valentine. Administrative Style and Organizational Climate in Junior High and Middle Schools. Fairborn, Ohio: National Middle School Association, 1981. 6p. Paper included in "Middle School Research. Selected Studies 1977-1979. Volume III" (ED 214 283). ED 214 289. Not Available ERIC.

This study compares the administrative styles of principals of junior high schools with those of middle school principals. It also examines the school climates of these schools and analyzes the relationships between climate and administrative style. Findings revealed no statistically significant differences between climate, style of administrator, and school organization. A linear relationship was found between the predictor variable "democratic orientation" and the dependent variable "openness". The data clearly indicated that principals exhibiting more emphasis on democratic orientation were administering schools with more open climates.

*96. Edmonton principals protest board move. ATA News 14:7:1 Dec 3'79.

Edmonton principals react negatively to a statement issued by the Board of Education defining their role. The trend towards defining principals as management which could result in their involuntary removal from the bargaining unit was of particular concern.

97. Edwards, Wayne L. The role of principal in five New Zealand primary schools: an ethnographic perspective. Journal of Educational Administration 17:2:248-54 Oct'79.

An ethnographic study of five primary school principals was conducted to show what principals actually do and to illuminate the ways in which they and their work are seen by themselves, some members of their staff, and some of their pupils.

**98. Effective Principal. The Best of ERIC on Educational Management, Number 64. Eugene, Ore.: ERIC Clearinghouse on Educational Management, 1982. 6p. Available ERIC. ED 213 069.

Eleven annotations or summaries of studies that are entered in the ERIC system are presented in this leaflet. All the annotations concern principals' behavior characteristics and institutional programs that are related to school success as measured by student achievement. The studies reviewed agree that exemplary principals share a number of characteristics such as being effective problem solvers, taking an active role in school administration, and possessing a human relations orientation.

*99. The effective school principal. Research Bulletin (Peel Board of Education) No. 13 Dec'82.

This one page article summarizes the emerging body of research which describes the activities of principals in schools which are instructionally effective.

*100. English, Fenwick W. Management practice as a key to curriculum leadership. Educational Leadership 36:6:408-13 Mar'79.

Among the factors preventing effective curriculum management are that schools do not state their missions in specific terms, do not utilize their resources, and neglect systematic use of feedback.

*101. English, Fenwick W., and others. The dilemma of being in the middle: a contemporary view of the principalship. NASSP Bulletin 66:451:96-100 Feb'82.

This article reports the results of a study of principals as middle managers. It is concluded that middle managers should enjoy privileges commensurate with their professional stature, be held accountable for their clear responsibilities, and be evaluated according to well-understood and accepted criteria. Recommendations are offered.

*102. Enns, F. Some reflections on the changing role of the principal. Challenge in Educational Administration 20:2:5-10 1981 and Administrator (Manitoba) 6:1:15-20 Fall'81.

This article examines the change in the conceptual aspect of the role of the school principal over the years. The author also presents a perception of the extent to which behavioral change has accompanied the changes in concept.

*103. Erickson, Donald A., and Theodore L. Reller, (eds.). The Principal in Metropolitan Schools. Berkeley, Calif.: McCutchan Publishing Corporation, 1978. 347p. ED 165 346. Not Available ERIC.

This collection of articles is designed to help metropolitan school principals meet the challenges of their positions. It is especially concerned with how principals can contribute to effective education for students of markedly heterogenous backgrounds. The authors deal with such issues as the principalship and metropolitan administration, the actual role of principals, and principals' relationships with administrators, teachers, and students.

*104. Erlandson, David A., and Margaret C. Pastor. Teacher motivation, job satisfaction, and alternatives -- directions for principals. NASSP Bulletin 65:442:5-9 Feb'81.

The central implication of this study of the needs of teachers is that most of the changes in structure necessary to provide a fertile environment for teachers with higher order needs can be wrought by the building principal.

105. Être directeur d'école en 80 ... ça demande plus. Information 20:7:2-5 Mars'81.

106. Faison, Hawthorne. Back to the classroom. Principal 62:1:22-23 Sept'82.

A principal explains how he fulfills his responsibility as an instructional leader by teaching each class at least once every year and helping teachers with instructional problems.

*107. Fallon, Berlie J. Principals are instructional leaders -- hit or myth? NASSP Bulletin 63:423:67-71 Jan'79.

Principals are not and never have been maximally effective instructional leaders. If any group in education is capable of achieving high quality in educational programs, it is the teachers themselves.

*108. Farkes, William. Leadership style -- "it all depends". NASSP Bulletin 63:425:29-31 Mar'79.

The situational leader combines the best of many theories by selecting theoretical constructs that will assist in making the proper decision at the opportune moment.

109. Faulkner, Raymond T. Leadership Style of Principal Related to Degree of Bureaucratization of School. Ph.D. thesis, University of Ottawa, 1980.

This thesis investigated the engineering aspect of the contingency model of leadership conceptualized by Fiedler. The theory suggests that group effectiveness depends upon the interaction of two contingent factors -- the personality of the leader and the amount of situational control that the situation affords the leader. If this is correct there should be a relationship between the level of bureaucracy in a school and the style of leadership displayed by the principal. A relationship was found to exist between the two major variables.

**110. Felsenthal, Helen. Factors Influencing School Effectiveness: An Ecological Analysis of an "Effective" School. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 21p. Available ERIC. ED 214 299. Microfiche only.

A case study of an effective, predominantly black, public elementary school in an inner-city area, aimed to identify and define factors that related to school effectiveness. The research results indicate that strong leadership from the principal is the most crucial factor in the school's effectiveness, especially as exhibited in the principal's impact on school climate, expectations, academic standards, and parent-school relations.

111. Ficklen, Ellen. Artful dodges principals use to beat bureaucracy. Executive Educator 4:8:15-16+ Aug'82.

A study of Chicago (Illinois) principals revealed many ways principals practiced "creative insubordination" -- avoiding following instructions but still getting things done. Among the dodges are: deliberately missing deadlines, following orders literally, ignoring channels to procure teachers or materials, and using community members to communicate with superiors.

**112. Fillos, Rita M. Antecedents to School Principals' Interest in Research Information. Working Draft. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 25p. Available ERIC. ED 187 031.

This paper describes a survey of 394 school principals concerning their attitudes toward use of research information. The results showed that interest in research information appears to be strongly related to personal characteristics, such as one's sense of personal efficacy. In addition, all principals in these interviews reflect a belief that scientific approaches are inappropriate when working with people. The paper concludes that training in the use of scientific rationale is necessary in leadership programs.

**113. Fishburn, Wanda. Differences in Professional Tasks of Elementary Principals in Rural and Urban Areas. 1978. 18p. Available ERIC. ED 153 753. Microfiche only.

A questionnaire was sent to 16 rural and 16 urban elementary school principals in New Mexico to determine if professional tasks of elementary principals differed according to urban (towns of 50,000 or more) or rural (up to 2,500 population) location. Questionnaire results from 13 urban and 11 rural principals indicated many common tasks regardless of population. Differences were that more urban than rural principals kept attendance records, more urban principals ordered supplies from the school's central office, while rural principals prepared their school's master calendar more often than urban counterparts. While most rural principals did not oversee the food service program, almost half of the urban principals had that responsibility. Implications for training of future administrators, both rural and urban, include emphasis on preparation of in-service faculty programs and personnel management, including interviewing procedures, hiring, formulation of job descriptions, personnel evaluation, and functions of special education personnel.

*114. Franklin, Herbert, and others. What activities keep principals the busiest? NASSP Bulletin 64:433:74-80 Feb'80.

Results of a Florida study in which 108 principals rated the priorities of administrators' tasks are discussed.

*115. Fris, Joe. Effective leadership as cultivated schizophrenia. Canadian School Executive 1:3:8-9+ 1981.

Concentrating on the relationship between principals and teachers, the author presents ideas to stimulate discussion about ways in which education administrators may strive to improve their effectiveness as leaders of teachers. He briefly reviews the distinction between the two primary styles of leadership -- leadership oriented toward task achievement and leadership oriented toward group maintenance. This is followed by a discussion of the notion of adapting leadership style to the psychological maturity of the followers. The article concludes with the theory that leaders must engage in cultivated and controlled schizophrenia.

**116. Galligan, Betsy J. The Relationship of Principal's Leadership Priorities and Teachers' Classroom Management Skills. Austin: Texas University, Research and Development Center for Teacher Education, 1980. 45p. Available ERIC. ED 207 176.

Investigating the interaction of a number of complex variables, this study looked at whether the relationship between principal and teacher behavior involved an interaction among salient situational characteristics and principal leadership, as is proposed by the Path-Goal Theory. Specifically, researchers asked whether the relationship between the teachers' classroom management (as is evidenced by student disruptive, off-task, or other inappropriate behavior) and the principal's leadership emphasis (in the form of relationship-oriented or task-oriented behavior) is mediated by particular situational characteristics (in this case, subject matter taught and years of experience in the school).

117. Garant, Patrice. Les principaux d'école du Québec en colère. Revue Information 17:4:5-12 Déc. 1979.

**118. Geering, Adrian D. A Manual on Time Management for School Principals. 1980. 43p. Available ERIC. ED 201 032.

Using a sequence of exercises and short discussions, this manual trains principals and other administrators to manage their time better. Readers discover how they use their time, identify and reconcile their personal and job goals with their time commitments, prioritize the goals, and learn the planning steps needed to achieve the prioritized goals. Further exercises help readers solve time-wasting problems and delegate tasks. The manual includes a brief bibliography on time management and seven appendices of exercises, lists of time-wasters, and suggestions for saving time.

**119. Geering, Adrian D. The Role of the School Principal in Comparative Perspectives. 1980. 17p. Available ERIC. ED 199 930.

Comparison of two countries (U.S. and Australia) reveals five differences that strongly influence the principal's role. First, U.S. preservice preparation demands more formal professional requirements from principals. Second, the principal selection process in Australia emphasizes seniority and service longevity, while the U.S. process is more competitive. Third, school funding is local in the U.S. but national in Australia, making U.S. principals more vulnerable to "environmental" influences. Fourth, U.S. schools have more programs and activities for which the principal is responsible. Fifth, principals' jobs are more secure in Australia, where principals have tenure, guaranteed salaries, and seniority and transfer rights, and are not subject to local funding changes. According to the author, the decentralized school system's stronger, more diverse organizational and environmental inputs make the principal's role in the U.S. more complex and dynamic than in Australia.

*120. Georgiades, William. Curriculum change: what are the ingredients? NASSP Bulletin 64:434:70-75 Mar'80.

A step-by-step process for changing curriculum, based on research by both the Ford and Danforth Foundations, stresses that administrators and teachers must work together to bring about meaningful change.

*121. Georgiades, William. Renewal: a must for the principal/instructional leader. Thrust for Educational Leadership 9:3:5-7 Jan'80.

The principal's new role as instructional leader involves leading curriculum development efforts and creating a climate for successful educational innovation.

122. Gilbert, Vernon. Innovativeness in a comprehensive school: the head as Janus. Educational Administration 9:3:41-61 Spr'81.

123. Gilkes, Julia. The role of the head-teacher in developing staff expertise and skills. Early Childhood 2:1:18-21 Oct'81.

*124. Gilligan, Arlene. Boards should help -- not blame -- principals. American School Board Journal 167:3:24 Mar'80.

The author recommends that board members initiate discussions with their superintendent over issues that relate to the role of the principal -- goal setting, motivation, professional development, problem solving, coordination and control of the schools, and evaluation of administrative performance.

125. Godin, André. Le directeur d'école, un dirigeant ou un exécutant? Information 20:9:28-29 Mai 1981.

*126. Gorton, Harry B., and Margaret A. Smith. Principals at board meetings -- yes no. American School Board Journal 165:11:39,52 Nov'78.

The arguments for principal attendance at board of education meetings outweigh those against. Principals should not, however, be put on the spot at such meetings.

**127. Gorton, Richard A., and Kenneth E. McIntyre. The Senior High School Principalship. Volume II: The Effective Principal. Reston, Va.: National Association of Secondary School Principals, 1978. 98p. Available ERIC. ED 158 440. Microfiche only.

An analysis of indepth interviews with sixty effective principals, this study attempted to document the characteristics that allow high school principals to be effective leaders. Principals interviewed were picked by directors of secondary education in the department of public instruction in each state. Interviewers were asked questions about personal, professional, and school characteristics, the nature of the job, and problem-solving techniques. The interviews revealed no set of personal qualities or unique leadership style for effective high school principals. The majority of principals interviewed were hardworking, dedicated individuals concerned with students and very interested in

high educational quality. Their greatest asset was their ability to work with different kinds of people. They all had strong support from students, teachers, parents, and the district office, along with a reasonable amount of autonomy and resources. Many complained about excessive amounts of paperwork, required attendance at district meetings, and lack of clarity in their role descriptions. Most of the principals gave low priority to the areas of curriculum development, teacher in-service education, program evaluation, and community involvement. Finally, most of these effective principals were not planning to stay in the principalship. They were planning to move to higher positions or to leave education altogether.

**128. Gould, E.N. The Principalship: Role Expectation and Leadership Style. Paper presented at the 64th Annual Meeting of the National Association of Secondary School Principals, Miami Beach, Fl., January 1-15, 1980. 8p. Available ERIC. ED 182 812. Microfiche only.

This paper discusses role expectations of principals, including the importance of the principal role, pressures and difficulties associated with it, and the problem of conflicting role expectations.

129. Grand'Maison, Yvon. Les principales difficultés des directions d'écoles. Information 20:5:10-16 Janv. 1981.

130. Grand'Maison, Yvon. Rapport sur la situation des directeurs d'écoles comme principaux gestionnaires des écoles primaires et secondaires du Québec. Information 20:3:12-17 Nov. 1980.

**131. Gretchko, Seymour, and Roger A. DeMont. The Principal Makes the Difference. Paper presented at the Annual Meeting of the National School Boards Association, San Francisco, April 19-22, 1980. 11p. Available ERIC. ED 196 115.

Specific attitudes and behaviors of the principal that can be linked to success in the next decade emerge from a series of interviews and observations of successful principals in Detroit (Michigan). Successful principals have a positive self-image; like being a principal; communicate a sense of optimism to every child and teacher; have a clearly defined sense of mission and purpose; survey their resources and utilize every penny available; and foster ownership and pride in the school by its students, staff and neighborhood.

*132. Gross, Richard A., and others. How the management team concept can succeed. NASSP Bulletin 64:436:26-28 May'80.

A description of the management team approach to administering a school in Unionville, Pennsylvania.

133. Guarino, Ron. The Tasks and Roles of a Principal-Elect During the Planning and Construction of New Educational Facilities in Urban Manitoba. M.Ed. thesis, University of Manitoba, 1980. 111p.

*134. Guditus, Charles W., and Perry A. Zirkel. Bases of supervisory power among public school principals. Administrator's Notebook 28:4:1-4 1979.

This article compares the bases of power of principals with those of supervisors in other organizational settings. For the most part, the bases are the same. Teachers prefer principals to exert legitimate and expert power.

135. Hamelin, Marguerite. Le principal d'école secondaire vu par un commissaire d'école. Revue Information 18:7:14-15 Mars 1979.

136. Handy, Gloria Jean. Management of Education: The Tasks of the Elementary School Teaching Principal. M.A. thesis, University of Calgary, 1978. 105p.

The purpose of this study was to investigate the daily duties performed by two teaching principals in two elementary schools in Calgary School District No. 19. The study was aimed at revealing the nature and variety of the tasks performed, and determining the amount of time devoted to the various tasks.

137. Harling, Paul. School decision-making and the primary headteacher. Education 3-13 8:2:44-48 Fall'80.

The author maintains that the future direction of primary education is in the hands of primary school headteachers because of the development of professionalism in a bureaucracy. A decisionmaking model is presented to aid in understanding the complex processes of control and decisionmaking.

*138. Hassard, J. Harvey, and James W. Costar. Principals' perceptions of ideal counsellor role. Canadian Counsellor 11:4:196-200 Jy'77 and Comment on Education 8:1:4-8 Oct'77.

Literature indicates that secondary school principals are significant determiners of counsellor role. Tension between principals and counsellors is not from day-to-day function but from differences in basic roles. It is crucial that principals, counsellors and teachers understand their respective roles through negotiation and cooperation in order to maximize the learning process.

*139. Hay, Gordon C. How has the principal's role changed? Education Canada 20:4:26-29 Wtr'80.

In order to determine how the principal's role has changed since 1960, a small study was conducted by means of interviews with Ontario school principals. They were asked about four main aspects of the principalship: (1) the competencies needed to be a principal; (2) the most important causes of change since 1960; (3) training programs for principals; and (4) the relationship of principals to the professional teachers' associations. The responses are discussed.

*140. Hay, Gordon C. The school principal in Ontario. Comment on Education 10:3:9-12 Feb'80.

The past, present and possible future roles played by Ontario school principals are discussed.

*141. Hehn, Robert H. The elementary school principal in his helping role. B.C. Counsellor 2:2:68-77 1980.

This article explores the concept of helper as it relates to the elementary school principal. It studies the principal's helper role and some of the skills he/she needs to fill this role. It also presents a practical checklist of helping behaviors. The author attempts to make administrators more aware of their helping role and the human relations skills.

142. Heller, Mel. So Now You're a Principal. Rev. ed. Reston, Va.: National Association of Secondary School Principals, 1982. 48p.

Originally published in 1975, this updated version contains many thoughtful tips on coping with the multitude of concerns that cross the principal's desk daily.

**143. Hill, Paul, and others. The Effects of Federal Education Programs on School Principals. A Rand Note. Santa Monica, Calif.: Rand Corporation, 1980. 29p. Available ERIC. ED 191 178. Microfiche only.

This report presents the results of a study of the ways in which federal education programs have affected the work of school principals. In general, principals are now more constrained by rules, more subject to public scrutiny, and less in control of their own schedules, than they were five years ago. Nearly all of them mentioned increases in three activities: preparing paperwork, consulting with parents, and coping with students' noninstructional needs. The key to improving federal policy is to find ways to avoid putting the greatest administrative burdens on the people who are already under the greatest stress.

*144. Hodgkinson, Harold L. What principals can do to manage schools in the '80s. NASSP Bulletin 66:451:41-52 Feb'82.

As well as presenting suggestions for administrators to follow at the local level in dealing effectively with conditions in the 1980's, the author lists what we now know about schools and the situations in the present decade that will contribute to educational change.

*145. Houts, Paul, and others. View from the bridge: a discussion. Theory into Practice 18:1:2-7 Feb'79.

This dialogue offers three different points of view on the problems and responsibilities of public school principals.

*146. Howell, Bruce. Profile of the principalship. Educational Leadership 38:4:333-36 Jan'81.

A national survey shows that principals spend the greatest part of their time in the office responding to communications and doing paper work.

147. Hoy, Wayne K., and others. Administrative behavior and subordinate loyalty: an empirical assessment. Journal of Educational Administration 16:1:29-38 May'78.

The characteristics of principal behavior accounting for the greatest explanation of teacher loyalty are thrust, consideration, initiating structure, and nonauthoritarianism. However, somewhat contrasting profiles emerge in predicting teacher loyalty in elementary and secondary schools.

148. Hughes, Larry W., and Gerald C. Ubben. The Elementary Principal's Handbook: A Guide to Effective Action. Rockleigh, N.J.: Allyn & Bacon Inc., 1978.

*149. Hughes, Larry W., and Thomas A. Robertson. Principals and the management of conflict. Planning and Changing 11:1:3-16 Spr'80.

This study describes whom principals have conflicts with, what the conflicts are about, and how they are managed. Among the results are that female principals have conflicts with different people than do males and that elementary principals have conflicts with different people than do secondary.

150. Humphreys, William. Teacher Expectations for the Role Behavior of the Elementary Principal -- A Multivariate Analysis of Teacher Acceptability Responses to a Predetermined Set of Hypothetical Principal Behaviors. M.A. thesis, Simon Fraser University, 1977.

151. Ingram, Ruben L. How to be your school's chief executive. National Elementary Principal 59:3:21-22 Mar'80.

If principals are to assume executive authority, they will have to work on three main areas of change: attitudes, skills and functions. Schools must have strong leadership in order to be successful and vital.

152. Ingram, Ruben L. The principal: instructional leader, site manager, educational executive. Thrust for Educational Leadership 8:5:23-25 May'79.

The author proposes a new role synthesis for the principal, that of chief executive officer -- the ultimate "quality control officer" for the school and its program. He cites three main areas for change or improvement that principals must effect in order to assume executive authority.

*153. Is this you? Northern Principal 6:1:14 Je'80.

The results of the National Association of Elementary School Principals' (U.S.) study designed to develop a profile of the typical principal are discussed. Many of the findings are applicable to Canadian principals as well.

154. Isherwood, Geoffrey B., and Richard W. Tallboy. Reward systems of elementary school principals: an exploratory study. Journal of Educational Administration 17:2:160-70 Oct'79.

The views of 42 principals of Quebec Protestant elementary schools on the rewards of the position are presented.

155. Jackson, O. Staff Perceptions of the Role of the Secondary Principal. Hamilton: Hamilton Board of Education, 1981. 5p.

Nineteen roles of the principal were reviewed by 990 secondary teachers who indicated their opinions on these roles in terms of real versus ideal time spent on each role.

*156. Jacobs, E.E. Trustees should involve principals. Reporter (OECTA) 2:7:34-35 Mar'77.

The author (a trustee) suggests ways in which principals and trustees can interact to strengthen the school system. He then presents his expectations of separate school principals.

157. Jentz, Barry C. How one principal faced himself and survived with his faculty intact. National Elementary Principal 57:3:56-62 Mar'78.

This article focuses on one principal's efforts to cope with a conflict situation involving a teacher and to confront his own limitations in perspective and role. The story unfolds through his own narrative, commentary on that narrative, and dialogue with a consultant.

158. Jentz, Barry C., and Joan W. Wofford. Leadership and Learning. Personal Change in a Professional Setting. New York: McGraw Hill, 1979. 181p. ED 181 571. Not available ERIC.

Focusing on ways a leader may become more effective in working with other people -- especially in helping subordinates do a better job -- this volume describes an approach to interpersonal behavior that allows administrators to create a more effective and positive work environment. It provides ideas and methods particularly intended for academic leaders: superintendents, principals, curriculum directors, consultants, and professors.

159. Jentz, Barry C., and others. How to survive your first year: a guide for new principals. National Elementary Principal 59:3:23-26 Mar'80.

This article presents questions and exercises that a new principal can use privately, as well as with trusted colleagues, to prepare for giving clear information about himself or herself as an individual and as a principal.

**160. Johnson, Bruce, and Charles A. Sloan. A Study of Elementary School Principals' Self-Perceptions of Change Agent Behavior. Procedures for Adopting Educational Innovations/CBAM Colleague Report. Austin: Texas University, Research and Development Center for Teacher Education, 1977. 34p. Available ERIC. ED 191 126.

Ninety-five elementary principals participated in a study of the role of school principals in bringing about educational change. The study indicated that elementary school principals recognized needs for establishing effective communication and good working relationships with their constituents. Principals utilized a variety of methods for actively

promoting change. Central office personnel rated experienced principals and those employing paid teacher aides as deeply involved in change more often than inexperienced principals and than principals who did not employ paid aides. Demographic characteristics did not seem crucial factors in predicting which principals would initiate change.

**161. Johnson, Helen Watt. Do Principals Make a Difference? The Relationship Between Principal-Related Variables and Student Outcomes in IGE Schools. Technical Report No. 492. Doctoral Dissertation, University of Wisconsin, 1978. 237p. Available ERIC. ED 168 181.

The purpose of this study was to determine whether or not the elementary school principal has an impact on the outcomes of schooling manifested by students and, if so, to determine the nature of the role of the principal in influencing cognitive and affective outcomes manifested by students. The three sets of principal-related variables used were background, leadership, and utilization of time. In general, results showed that principals do make a difference in producing student outcomes. The principal-related variables were significantly related to student achievement in reading and math and to student self-concept.

*162. Johnson, Kenn D. Ozymandias and the mandrake root. Comment on Education 11:1:15-19 Nov'80.

Today the educational leader needs a philosophically consistent model for change which may become the basis for his/her decision-making. Without such a reference point the leader becomes the pawn of others who do know where they are going. A clearly defined philosophy inevitably determines daily practice by providing a sounding board for value decisions that animate responsible action.

*163. Johnson, M. Claradine. The principal in the 1980's: instructional leader, manager. NASSP Bulletin 65:441:88-90 Jan'81.

Because the role of the principal in the 1980's has an increased emphasis on management, the principal must organize so that leadership will not be lost in the struggle to manage.

*164. Johnson, Mauritz. Meta-planning for principals -- planning the product before the process. NASSP Bulletin 65:443:48-53 Mar'81.

The author introduces the concept of "meta-planning", or planning for planning, and the principal's role. The concept is directed at technical planning, for example curriculum development, in which each process results in a product.

165. Johnson, Peter L. What it means to be principal. Vocational Education 55:2:30-32 Feb'80.

Being a principal means having ultimate responsibility for making an effective team out of all teachers and staff members. Suggestions are given for encouraging cooperation through inservice projects and public relations efforts.

**166. Johnson, Ronald B., and Joseph W. Licata. Urban School Administrator Grapevine Structure. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 23p. Available ERIC. ED 218 764.

The results of two studies on informal communication systems among school administrators are discussed.

*167. Kaiser, Jeffrey S., and James J. Polczynski. A practical theory of motivation for principals. NASSP Bulletin 63:425:19-23 Mar'79.

The expectancy theory model, a system using appropriate rewards for appropriate behavior, may be helpful to principals in motivating personnel.

*168. Kellams, Darrell. The role of principals today -- tracing its development. NASSP Bulletin 63:428:88-96 Sept'79.

The author presents an analysis of how the role of the secondary school administrator has changed during the past 30 years, based on a review of the NASSP Bulletin from January 1949 to December 1978.

169. Kelleher, Paul. A bad beginning as a principal. Principal 62:1:10-13 Sept'82.

A principal who survived only two years in a new school candidly explains the reason for his firing. He neglected to take into account how different his new school, school system, and community were from those he had left.

*170. Kelley, Edgar A. Improving School Climate: Leadership Techniques for Principals. Reston, Va.: National Association of Secondary School Principals, 1980. 76p. Available ERIC. ED 202 120.

Based on the assumption that a positive environment is an important component of a well-run school, this monograph offers techniques to school principals for evaluating and improving school climate. Topics covered include assessing school climate, planning for climate development, providing leadership for climate improvement, improving classroom climate, and improving home-school relationships. The author concludes that high levels of productivity and satisfaction are goals for all persons who work and study in schools.

*171. Kelley, Edgar A. Principles of conflict resolution. NASSP Bulletin 63:426:11-17 Apr'79.

The identification of principles and strategies to be followed in conflict resolution are discussed.

*172. Killian, Michael G., and Michael J. Sexton. Climbing the ladder to leadership. NASSP Bulletin 63:425:9-14 Mar'79.

Ways are suggested for principals to categorize tasks according to importance in order to allocate time more effectively.

173. Klopf, Gordon J., and others. The essentials of effectiveness: a job description for principals. Principal 61:4:35-38 Mar'82.

After listing 20 desirable character traits for the principal, the authors detail more than 50 functions and competencies of the principal in the areas of the learning environment, student learning needs, the instructional program, staff development, community resources, building management, and financial management.

174. Knoop, Robert. Leadership Styles of Principals and Teachers' Job Satisfaction, Satisfaction with Supervision, and Participation in Decision Making. Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration, Halifax, June 1-4, 1981. 23p. ED 218 754. Not available ERIC.

A questionnaire survey of 1,812 elementary and secondary teachers sought to determine the effects of principals' leadership behavior on teachers' job satisfaction, satisfaction with supervision, and participation in decision-making. Two dimensions of leadership behavior were studied: consideration, or supportive and expressive behavior, and initiation of the work structure, such as setting schedules or performance standards. The results showed that leadership styles high on both consideration and initiating structure had the most positive work outcomes. Among the implications of the research is that pre-service and in-service training for school administrators should help them acquire consideration skills.

**175. Kostman, Samuel. A Case History: Cabinet-Level Renewal at George Washington High School. New York, N.Y.: New York City Economic Development Council, 1976. 6p. Available ERIC. ED 151 477.

Given the increasing number and the complexity of the problems facing a school principal today, it is imperative that he be given all the help possible to aid him in making wise decisions. The application of the renewal process, as described in this document, provides the principal with shared problem solving and decision-making machinery.

*176. Kowalski, Theodore J. Attitudes of school principals toward decentralized budgeting. Journal of Education Finance 6:1:68-76 Sum'80.

The majority of the principals in this study support the concept of decentralized budgeting. That support appears to involve the perceived need to make budgeting more sensitive to individual school needs, to involve faculty in decision-making, and to create greater freedom in the administration of individual schools.

177. Kowalski, Theodore J. The principal's role in curriculum development: what are the barriers? Contemporary Education 50:3:159-61 Spr'79.

The role of the principal in relation to curriculum design is not clearly defined.

178. Krajewski, Robert J. Instructional improvement: a cooperative venture. Kappa Delta Pi Record 16:2:58-59+ Dec'79.

This article addresses instructional improvement role responsibilities by suggesting, with appropriate rationale, that supervisors and principals work together in effecting instructional improvement.

*179. Krajewski, Robert J. Role effectiveness: theory into practice. Theory into Practice 18:1:53-58 Feb'79.

How the school's chief administrator -- the principal -- works with people on a daily basis is the primary determinant of the overall success of the school.

*180. Krajewski, Robert J., and others. Tips for the elementary principal: combining leadership and management. Education Canada 20:3:38-43 Fall'80 and Administrator (Manitoba) 6:1:21-26 Fall'81.

Roles of leadership and management and the relationship between them are discussed. In order for a principal to be an effective leader, he must attempt to meet the needs of the teachers, keeping in mind primarily the goals of the organization.

*181. Kruse, Anna. Day in the life of a school principal. MAST Journal 4:2:31-35 Sept'77.

Two principals from very different schools discuss their particular duties. A "typical day" is presented. Constant interruption is mentioned as the most frustrating part of the job and teacher evaluation as the most difficult.

182. Lacosse, Elphège. Retraite à l'âge vert. Revue Information 16:8:29-30 Avril 1977.

183. Lacosse, Marc-André. L'opinion d'un cadre sur le rôle du principal d'école. Revue Information 18:7:24-25 Mars 1979.

184. Lapointe, Gilles. Une direction régionale échange avec les directeurs d'école. Information 20:6:2-4 Févr. 1981.

185. Larivée, Luc. Au secondaire, le rôle du directeur d'école. Revue Information 17:8:5-10 Avril 1978.

186. Laroche, Léo. Les pratiques administratives du directeur d'école. Québec: Ministère de l'éducation, 1981. 12p.

Ce questionnaire permet à un directeur d'école de se prononcer sur un certain nombre de pratiques reliées à son travail. Le questionnaire comprend près de 150 énoncés. Les réponses sont reportées à un modèle d'analyse comprenant quinze dimensions. Plus de 60 directeurs ont utilisé ce questionnaire jusqu' à présent.

187. Laurin, Paul. Ce qu'on attend d'un principal. Revue Information 18:7:8-9 Mars 1979.

188. Laurin, Paul. Défi d'être principal. Revue Information 17:5:11-18 Janv. 1978.

189. Laurin, Paul. Le principal d'école vu par les autres. Revue Information 17:9:24-28 Mai 1978.

190. Laurin, Paul. Rôle actuel et attendu du principal de l'élémentaire. Revue Information 18:6:18-19 Févr. 1979.

191. Laurin, Paul. Rôle du principal d'école au Québec. Ville d'Anjou, Québec: Fédération des Principaux du Québec. Mars 1977. 185p.

192. Levesque, Jacques. Le principal d'école dans la société québécoise. Changements sociaux, changements d'école. Revue Information 18:9:4-8 Mai 1979.

**193. Licata, Joseph W., and Walter G. Hack. The Other Side of the Principalship: An Informal Organization Perspective. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. 29p. Available ERIC. ED 203 521.

Analysis of an informal subculture among school principals reveals the existence of norms and beliefs that may help them function in their jobs. The norms identified forbid principals to be negative, to boast, or to "carry tales" about each other, and encourage them to be loyal to their own subordinates and to initiate discussion only about important issues. The principals' beliefs about communication concern other principals' trustworthiness and expertise in certain areas, the idiosyncracies of one's own school, the danger of being misperceived as incompetent, the district office's possible disapproval of informal communication, and the principals' own lack of time for such communication. These norms and beliefs help the principals maintain useful and informative patterns of interaction while allaying their anxieties about the unforeseen consequences of informal communication or the loss of face among their peers.

*194. Lipham, James M. Effective Principal, Effective School. Reston, Va.: National Association of Secondary School Principals, 1981. 35p. Available ERIC. ED 207 131. Microfiche only.

In summarizing findings on the principal's role in the school, this monograph assumes that the principal is a pivotal figure in the school and is the one who most affects the quality of teacher performance and student achievement. The booklet is divided into eight sections: (1) diversity versus uniformity in educational goals; (2) traditional versus nontraditional educational values and attitudes; (3) centralization versus decentralization in organizational relationships; (4) directiveness versus supportiveness in leadership behavior; (5) authoritative versus participative decision-making processes; (6) managerial versus instructional tasks as the principal's primary responsibility; (7) programmed versus adaptive approaches to change; and (8) interaction versus insularity in relations with the public.

**195. Lipham, James, and others. The Relationship of Decision Involvement and Principals' Leadership to Teacher Job Satisfaction In Selected Secondary Schools. Madison, Wis.: Wisconsin University, Research and Development Center for Individualized Schooling, 1981. 184p. Available ERIC. ED 207 129. Microfiche only.

The major findings of this study were that both staff involvement in decision-making and staff perceptions of principal leadership were significantly and positively related to job satisfaction. In addition, school staffs did not feel satisfied with their amount of decision-making. They rated principals highest in support behavior and lowest in work facilitation.

196. Maddock, John, and Bernard Hyams. Professional leadership within some South Australian high schools. Journal of Educational Administration 17:1:51-57 May'79.

The results indicate that while the influence of the principal in professional matters tended to be greater than that of the deputy principals, it was less than that of the senior subject teachers.

*197. Maguire, John W. The beginning secondary principal: any path won't do. Education 98:3:311-15 Mar/Apr'78.

The article provides guidelines for beginning junior and senior high school principals in the areas of philosophy, program, personnel, and budget. Each area is discussed as a discrete item and interrelationships examined as they pertain to the role of a new principal.

*198. Mahon, J. Patrick. Negotiation: an administrative tool for mutual understanding. NASSP Bulletin 66:450:94-96 Jan'82.

Principals should allow teacher input into decision-making in appropriate areas and be clear about exactly which areas these are.

*199. Malmberg, Harvey. The principal and his school, 1979-80. Principals-in-Council 8:2:3-4 Feb'80.

The author reflects on the rapidly changing modern society and the unenviable administrative task of deciding what are the best educational experiences for the children under their care in a society in which change and conflict are the dominant themes.

*200. Malone, Wayne C. Increasing administrative effectiveness through gamesmanship. NASSP Bulletin 63:427:1-6 May'79.

An accessory to a principal's repertoire of techniques used in managing administrative task areas is the role of the principal as an administrative gamesman.

*201. Malone, Wayne C. Practice into theory: a necessary task for today's principals? Clearing House 53:7:331-34 Mar'80.

This article discusses the lack of communication between educational theorists and educational practitioners, particularly in the area of administrative principles.

**202. Managerial Control: A Middle Way. Research Action Brief Number 2. Eugene: Oregon University, ERIC Clearinghouse on Educational Management, 1978. 5p. Available ERIC. ED 155 775.

Recent research indicates that when managers allow their subordinates greater influence in the organization, not only does the job satisfaction and morale of the subordinates increase, but the subordinates are more responsive to the managers' wishes and requests. The manager thus gains control by giving control away. Tests of these theories in the public schools have demonstrated their application to principals and teachers. In addition, the satisfaction of teachers with their principals has been shown to relate directly to the principals' managerial style.

203. Manasse, A. Lorri. Effective principals: effective at what? Principal 61:4:10-15 Mar'82.

In spite of inherent role ambiguity, effective principals create clear images of what their school can be. Then, using their understanding of the community, their organizational setting, and their own abilities, resources, and strategies, they structure their work, set priorities, and adapt their leadership styles to make their visions realities.

*204. Mann, William S. Work with your school secretary. NASSP Bulletin 64:434:87-90 Mar'80.

Secretaries are a valuable staff resource for principals if their skills are utilized effectively. Some successful working procedures are suggested.

*205. Markham, Jack. Ten principles to principal by. NASSP Bulletin 64:433:15-19 Feb'80.

Ten tips intended to help administrators make decisions and resolve conflicts are offered.

206. Martin, William J., and Donald J. Willower. The managerial behavior of high school principals. Educational Administration Quarterly 17:1:69-90 Wtr'81.

The managerial behavior of five high school principals using Mintzberg's structured observation technique, is analyzed.

*207. May, William J. All at sea with our principalships. Comment on Education 11:2:3-6 Dec'80.

After discussing the multitude of daily dilemmas faced by modern principals, the author defines the primary role of the principalship as that of educational leader. For their own survival, principals must strive to diminish the administrative and political aspects of their work.

*208. McArdle, Paul E. Welcome to the principalship, Dr. Maslow. NASSP Bulletin 62:421:55-59 Nov'78.

The principal must operate as a facilitator, operating to meet the needs of staff and students, according to Maslow's theory.

**209. McCleary, Lloyd E., and Scott D. Thomson. The Senior High School Principalship: Volume III: The Summary Report. Reston, Va.: National Association of Secondary School Principals, 1979. 77p. Available ERIC. ED 169 667. Microfiche only.

This volume brings together the findings from Volumes I and II of this series on the senior high school principalship and speculates about them in terms of the principal and the principalship today and the changes likely to occur in the future. The report begins with a presentation of the central findings of the national random sample survey of senior high school principals concerning principal characteristics, beliefs, preparation, career routes, and the principal's job in the high school. It then presents central findings from the Effective Principals Study concerning job conditions, approach to the job, personal and professional characteristics, and effectiveness. These two studies and two additional investigations derived from the data provide a profile of the high school principal today. Because of the significant differences found between non-public school principals and their colleagues in public schools, a chapter is devoted to characteristics of the non-public school principal. Future forces and conditions surrounding the principalship are then discussed, including political and legal factors, economic factors, social factors, technological factors, and educational factors. The final chapter discusses the future principalship, including personal and professional factors, the principal's job, and preparation and selection of principals.

210. McClellan, Bruce. Hidden agendas -- what are trustees made of? Independent School 37:4:27-30 May'78.

This article considers the relationships between trustees and the heads of schools and colleges, the tenure of independent schoolheads, and some of the fears that cause unreasonable actions by trustees toward the anxiety-ridden administrator.

**211. McCullough, Richard A. Toward a Description of the Occupational Ethos of the Senior High School Principalship. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. 20p. Available ERIC. ED 208 503.

The description reported here is the result of an analysis of two major dimensions of the occupation of the senior high school principal: the orientations engendered by occupational structures and the meanings attached by principals to their work. A guide was developed for use in semi-structured "intensive", "elite" interviews with 15 principals in central Ohio. The general and open-ended questions focused on those dimensions of the occupation that provide insights into its

ethos -- the structures of occupational recruitment, socialization and reward, and the meanings that high school principals attach to their work. The following dimensions reflect the basic elements of the principal's occupational ethos: an insular view of the high school social system, an emphasis on leadership style, a concern for the process of schooling rather than for the product, and a sense of control over the domain of the high school.

*212. McDaniel, Thomas R. What's your P.Q. (principalship quotient)? A quiz on improving instruction. Phi Delta Kappan 63:7:464-68 Mar'82.

The author presents a true-false quiz and lengthy answers on current and emerging findings in school law and educational research. The principal's responsibility for improving instruction is emphasized.

213. McGeown, V. Selected leadership functions of the school principal. Educational Administration 8:1:153-79 Wtr'80.

Of the significant differences observed between role conception, behaviors, perceptions, and expectations, the most striking finding was the magnitude of the discrepancies between principals' reported actual behavior and the expectations expressed by teachers.

*214. McIntyre, D. John. Attitude change models -- meaning for principals. NASSP Bulletin 63:425:45-48 Mar'79.

Models that will help principals to become more effective agents of change are described.

*215. McIntyre, Kenneth E., and Ed. A. Grant. How principals, teachers, and superintendents view the principalship. NASSP Bulletin 64:433:44-49 Feb'80.

Some differences in priorities and rankings emerged when principals, superintendents, and teachers ranked the importance of eight principal competencies and evaluated 18 principals on their performance.

*216. McKague, Terence R. The principal's role in school improvement. Saskatchewan Educational Administrator 13:4:18-31 Je'81 and Administrator (Manitoba) 6:1:4-14 Fall'81.

After describing some of the difficulties faced by administrators of schools in other countries, the author points out that the principal has a vested interest in trying to improve the educational program in the school and is in an excellent position to do so. Some guidelines are presented.

**217. McLeary, Lloyd E. Toward a Reconstruction of the Principalship. Iowa City: Iowa University, Institute for School Executives, December 1981. 5p. Available ERIC. ED 213 076. Microfiche only.

Both practitioners and scholars now tend to conceive of the role of principal as a balance of management and instructional leadership. Currently surveys show that management duties are

extremely time-consuming and leave little room for instructional leadership. Furthermore, if we look to research to provide a knowledge base to support a reconstruction of the principal's role, we find that such a knowledge base does not exist. Yet there are value changes in the society that would favor a reconstruction of the principal's role. School principals clearly are in a strategic position to contribute to the solution of educational problems. Much needs to be done in the reconstruction of the principal's role and in the support accorded that role if education is to prosper.

218. McPherson, R. Bruce. Grass roots on the ceiling: the principal and the locus of power. Principal 61:4:24-27 Mar'82.

The author depicts two common views of the principal -- the effective leader and the low-profile administrator -- and outlines a more realistic view: the principal who realizes constraints but exercises authority as fully as possible.

*219. Medwid, Jo Ann. The principal as instructional leader. NASSP Bulletin 66:450:105-06 Jan'82.

The principal must analyze curriculum content and instructional methods and correlate these with instructional objectives and outcomes.

220. Messinger, M.H. Whipsawed from above and below, elementary principals feel forgotten. Executive Educator 2:10:25-26 Oct'80.

This article analyzes the elementary principal's lonely position as one separate from teachers but not closely associated with other administrators and outlines four points to consider if a principal is to have better work life.

221. Méthot-Bastien, Josette. Le principal imaginé par un commissaire d'école. Revue Information 18:6:4-5 Févr. 1979.

222. Meyer, Calvin F., and John J. Van Hoose. A Study of the Perceptions of Performance Skills of Middle School Principals by Selected Teachers and Principals. Fairborn, Ohio: National Middle School Association, 1981. 11p. Paper included in "Middle School Research Selected Studies 1977-1979. Volume III" (ED 214 283). ED 142 883. Not available ERIC.

This study investigates hypotheses about differences in the perceptions of middle school principals and teachers concerning those principal performance skills that are practiced and those that should be practiced. According to the data, teachers and principals do not agree on the recommended skills that should be practiced by middle school principals in the instructional leadership and administrative service areas. However, there was congruency in the interpersonal relationship area on a majority of the skills. Some recommendations are offered to help principals develop a clear understanding of the perceptions of their teachers.

*223. Miller, William C. Can a principal's improved behavior result in higher pupil achievement? Educational Leadership 33:5:336-8 Feb'76.

Briefly reviewed are several studies that point to a close relationship between administrative behavior and the productivity of teachers and pupils.

*224. Moffett, Cordelia. The elementary principal: a first year perspective. Theory into Practice 18:1:8-11 Feb'79.

In order to be effective in today's society, the elementary school principal must possess cognitive knowledge, technical educational skills, and an ability to successfully coordinate individual, group, and organizational goals and needs.

225. Moisset, Jean, and Claude Deblois. Le directeur d'école: le bon homme à la bonne place? Information 20:7:27-32 Mars 1981.

**226. Moody, Lamar, and Neil G. Amos. Perceptions of School Superintendents Toward the Role of Principals as Members of the Management Team. Mississippi State University, State College, Bureau of Educational Research, 1978. 13p. Available ERIC. ED 166 857. Microfiche only.

The aim of this study was to determine the perceptions of school superintendents in Mississippi toward the role of principals as members of the management team. The respondents indicated moderate to strong agreement on nine of the twelve items on the instrument. Slight agreement was indicated on the items that stated that principals should be represented on the district-wide collective bargaining management teams, and that principals should review and provide input concerning development of the school district budget. The group manifested slight disagreement with the proposition that principals should be represented on screening teams for screening applicants for district-wide administrative positions.

*227. Morand, Maurice. Analyse d'un cas d'utilisation de la gestion participative en milieu scolaire. Québec: Service de recherche et expérimentation pédagogique, 1981. 83p.

Le document présente le déroulement d'une opération de gestion participative effectuée à la Commission scolaire de Val d'Or en 1978-1979. L'entreprise a été réalisée dans le cadre d'une restructuration de l'organisation administrative des écoles rendue nécessaire suite à une baisse des effectifs. Le personnel administratif concerné (en l'occurrence les directeurs et directeurs adjoints) a été appelé à faire partie de l'équipe de gestion chargée de gérer cette refonte. Sont abordés les activités d'information, le processus de prise de décision lui-même, la planification et l'exercice du leadership dans le cadre de ce processus.

228. Morgan, I.J. How to get a head. Spectrum 12:3:27-28 May'80.

229. Morgan, Jacqueline. Perceived Communication Activities of Male and Female Elementary School Principals. M.Ed. thesis, University of Alberta, Department of Educational Administration, 1977. 220p.

No significant difference was found in perceived communication effectiveness of male and female principals. Some differences were perceived in communication activities.

*230. Morgan, Jacqueline. Some components of effective principal-teacher communication. Challenge in Educational Administration 18:1:5-7 1978.

A study concerning the perceived communication activities and effectiveness of elementary school principals was conducted in British Columbia. Forty-four schools were included in the sample and, from these schools, sixteen principals wrote comments at the ends of their opinionnaires, explaining their own style of communication or airing their views about communication problems generally. Additionally, teachers representing twenty-seven of the schools wrote statements either giving reasons for their rating of their principal or making some value judgement on their principal's communication skills. A comparison of teachers' and principals' comments revealed a number of factors which were identified as being important components of effective communication.

231. Morin, Jean-Léon. Étude descriptive du mécanisme de participation reliant le directeur général et les directeurs d'écoles dans deux commissions scolaires du Québec. Québec: Ministère de l'éducation du Québec, Direction générale de la planification, 1975. 282p.

La présente étude est divisée en trois volets. Le premier expose les théories qui ont servi de grilles pour l'étude de la réalité de chacune des commissions scolaires. Les renseignements recueillis sont ensuite présentés sous forme de monographies dans les deux volets suivants, chacun présentant la réalité d'une commission scolaire telle qu'elle est perçue de l'intérieur et de l'extérieur. L'étude a pour but de fournir à la Direction générale de la planification des informations pertinentes pour la détermination de politiques, la mise à jour de structures et la mise en oeuvre de procédés de participation mieux adaptés aux besoins des agents d'éducation. Il apparaît que, dans une commission scolaire régionale, le directeur général doit devenir l'agent intégrateur par excellence, que les cadres doivent se situer dans une situation de conseil et non d'autorité face aux écoles et qu'il faudrait deux tables.

**232. Morris, John E., and Roy M. Bennett. Leadership Styles of Principals and Supervisors: An Application of the Grid Technique. 1979. 28p. Available ERIC. ED 187 016.

This study investigated leadership styles of principals and instructional supervisors as they performed specific supervisory tasks. Analysis of data compares principals to supervisors on the leadership dimensions of concern for task and concern for people in each competency area. Significant differences in leadership behavior were found only in the

supervisory competency area of curriculum change. Application of the leadership grid seems to reveal that teachers view supervisors as being more concerned for both task and people than are principals.

**233. Morris, Monica B. The Public School as Workplace: The Principal as a Key Element in Teacher Satisfaction. A Study of Schooling in the United States. Technical Report Series, No. 32. Los Angeles: California University, Graduate School of Education, 1981. 90p. Available ERIC. ED 214 899.

Data collected on school environments for "A Study of Schooling" were analyzed to determine teachers' perceptions of their work environment. Strong principal leadership emerged as a consistent factor in teacher satisfaction and motivation. Teachers' comments on their relationships with principals showed significant differences between the less satisfying and the more satisfying work environments. Strong principals were characterized as autonomous, supportive, consistent, and in control. The implications for teacher job satisfaction were evident in findings on productivity, turnover, and teacher health.

234. Morris, Van Cleve, and others. The Urban Principal. Discretionary Decision-Making in a Large Educational Organization. Chicago: Illinois University, College of Education, 1981. 239p. Available ERIC. ED 207 178.

This ethnographic study of 16 Chicago school principals explores the principal's effect on students and teachers within the school, on parents and laymen in the community, on their superiors in the administrative hierarchy, and on themselves as career-oriented professionals.

*235. Morris, Van Cleve, and others. The urban principal: middle manager in the educational bureaucracy. Phi Delta Kappan 63:10:689-92 Je'82.

This article reports the results of a study conducted from 1977 to 1980 that observed 24 building principals in the Chicago public schools in order to compile a picture of the principal's workday. Ways in which training programs for principals could be redirected are suggested.

236. Mowday, Richard T. The exercise of upward influence in organizations. Administrative Science Quarterly 23:1:137-56 Mar'78.

The results of an investigation designed to examine selected aspects (intrinsic motivation, instrumental motivation, and self-perceptions of power) of the exercise of influence by elementary principals are reported.

*237. Mullican, Frank, and Len Ainsworth. The principal as instructional leader. Theory into Practice 18:1:33-38 Feb'79.

According to the research and opinions reported in this article, principals must include instructional leadership in their role definition.

**238. Murdick, Olin J. The Principal and the Advisory Board. 1978. 14p. Available ERIC. ED 166 843.

This report discusses the importance of a policy-guided administration. Policies enable an educational institution to attain credibility and continuity and to achieve its objectives. The principal's role as educational leader and executive officer is to help the board to identify policy needs and to monitor and evaluate programs. Policy-making is the board's prerogative.

*239. Nebgen, Mary K. Coping with conflict in educational circles. Thrust for Educational Leadership 9:2:25-27 Nov'79.

The author presents ideas on what the school administrator should know in order to successfully manage conflict situations so that the conflict does not impede school functioning, and suggests that proper handling of the inevitable conflict situations that arise can bring about group cohesiveness and unity.

*240. Nelson, David, and others. What can principals do to improve competency, proficiency testing? NASSP Bulletin 66:454:19-29 May'82.

The principal's role in instructional accountability, management systems, communications, remedial programs, teacher in-service programs, teacher recruitment, and testing is reviewed.

**241. Nelson, Margaret. Looking Back at the First Year: A "Veteran" Principal's View. OSSC Bulletin Vol. 22, No. 6. Eugene: Oregon School Study Council, 1979. 29p. Available ERIC. ED 165 342.

The first year in the principal's chair is professionally challenging and a stimulus to growth, but it can also be a lonely, frustrating experience. The author, principal of an elementary school in Aloha, Oregon, relates her experiences as a first-year principal for others either considering or entering the field of educational administration.

*242. Newberry, Alan J.H. SOCIOfutures, TECHNOfutures, and BIOfutures. Education Canada 22:2:12-15 Sum'82.

A summary of SOCIOfutures, TECHNOfutures, and BIOfutures provides personal survival criteria for the school principal, e.g., intelligence, group skills, scholarship, mature judgement, good health, and personal security. Eight professional survival skills -- human relations, communications, community relations, administrative technical, decision making, research, curriculum development, and change strategy -- are also listed.

*243. Nickerson, Neal C. The principalship revisited...again. NASSP Bulletin 64:436:44-50 May'80.

After an absence of nine years from the principalship, this author noticed an older faculty, increased paper work,

decreased authority of principals, a slower decisionmaking process, an increase in services for children, more girls' athletics, and an unchanged curriculum.

244. Nystrand, Raphael O. Leadership theories for principals. Theory into Practice 20:4:260-63 Fall'81.

Various leadership theories and their applications to school principals are explored. Principals need to be aware of their own tendencies in leadership situations and to understand the range of behaviors open to them. Principals should also take into account characteristics of the educational environment.

*245. O'Connor, James C. That's no ordinary unmasked person -- that's the school principal. Thrust for Educational Leadership 8:1:4-5,23 Oct'78.

Practical behaviors for a building principal are suggested. Emphasis is on leadership, time management, and positive communication with students and staff.

**246. Olivero, James L. The Principalship in California: Keeper of the Dream. Burlingame: Association of California School Administrators, 1980. 127p. Available ERIC. ED 196 135. Microfiche only.

The purpose of this document is to call attention to the principalship, to pre-service and in-service needs, and to possible solutions to complex problems. The report begins with a historical overview of the principalship and how federal legislation and Supreme Court decisions have affected the role of the principal. This is followed by a job analysis of what a principal does and a checklist of suggested practices of successful management teams. Commentary is offered concerning instructional skills, management skills, human relations abilities, political and cultural awareness, leadership skills, self-understanding, and follow-up. The remaining part of the paper summarizes what various organizations are doing to accomplish the recommendations in the report and their remarks about some of the recommendations.

247. Ouimet, André. La fonction d'un principal d'école à aires ouvertes. Revue Information 17:1:22-30 Sept. 1977.

248. Packer, Athol B. The "head" makes the difference: observations from British primary schools. Principal 61:5:31-33 May'82.

Sixteen American early childhood educators visited 25 British elementary schools. The way the English school head functioned and some of the educational practices were especially interesting to them.

*249. Panush, Louis. An urban principal's clientele: educational team. NASSP Bulletin 64:433:50-56 Feb'80.

Relying on his experience as an urban principal, the author relates several vignettes to illustrate the importance of a smoothly working school team of administrators, teachers, and counsellors.

250. Parry, Robert John. Elementary School Principal Effectiveness -- Perceptions of Principals and Superintendents. Ed.D. thesis, Ontario Institute for Studies in Education, 1978.

*251. Partin, Ronald L. A dozen ways to enhance your decision making. NASSP Bulletin 63:425:15-18 Mar'79.

Suggestions drawn from research and theory on problem-solving and creative decision-making are presented.

252. Partington, John. Heads you win, heads you lose? Times Educational Supplement 3409:30:4 Oct'81

*253. Pendergrass, R.A., and Diane Wood. Instructional leadership and the principal. NASSP Bulletin 63:425:39-44 Mar'79.

This article focuses on one systematic design model -- Planned Instructional Emphasis -- and the principal's function in its use. In addition, some leadership strategies for use when implementing an instructional design model are outlined.

*254. Permuth, Steve. Minimal competencies and the principalship. NASSP Bulletin 64:440:60-63 Dec'80.

This brief discussion of basic administrative postures may help principals direct their schools' efforts to cope with minimum competency regulations.

**255. Peterson, Kent D. Making Sense of Principals' Work. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 13-17, 1981. 14p. Available ERIC. ED 208 557.

Studies have indicated that principals may perform as many as 50 separate tasks in an hour. Principals also must interact with a wide range of individuals, must accomplish tasks requiring many different skills, and are required to make a number of different affective and cognitive responses. All these activities are regularly interrupted by other tasks, problems, or crises. The combination of task brevity, variety, and fragmentation makes it extremely difficult for principals to make sense of their work. These three properties make the job hectic, complex, and hard to learn experientially. An understanding of these properties should guide those who select and train principals.

**256. Peterson, Kent D. The Principal as Resource Allocator. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, Ma., April 7-11, 1980. 23p. Available ERIC. ED 201 063.

The use of Zald's political economy framework as a tool for understanding the principal's role in allocating resources is described by the author. He suggests that the principal occupies a pivotal position (between the school and central office) through which resources flow. The author comments on the constraints and channels that are influenced or created by

the political structure of the district. Finally, the way in which research might affect resource allocation is discussed by using the political economy framework as a conceptual tool.

*257. Peterson, Kent D. The principal's tasks. Administrator's Notebook 26:8:1-4 1977.

This paper defines and describes the tasks of the principal, determines the frequency and duration of these tasks, examines their functions within the context of the school as a formal organization, and analyzes the principal's tasks in light of some more general formulations regarding the nature of managerial work.

258. Pharis, Bill. U.S. principals: the inside story. National Elementary Principal 58:3:45-48 Mar'79.

This article highlights from a national study of the elementary school principal and discusses how the position has changed since 1968, and how the concerns of those in the position have changed.

**259. Pharis, William L., and Sally Banks Zakariya. The Elementary School Principalship in 1978: A Research Study. Washington, D.C.: National Association of Elementary School Principals, 1979. 132p. Available ERIC. ED 172 389.

This report presents the findings of a 1978 survey of 1,688 elementary school principals. The report summarizes elementary principals' characteristics, experience, professional activities, salaries, and benefits. The characteristics of principals' schools and staffs and principals' relationships with both are discussed. The survey also looked at the principal's role within the school system and responsibilities for collective bargaining. Finally the study uncovered the principal's problems and opinions and made predictions about the future of the principalship.

260. Pickett, Winston D., and Margaret S. Phelps. A dozen cost-free steps to increase student achievement. Principal 62:1:42-43 Sept'82.

Ways in which the principal can use the resources on hand more effectively to enhance student learning are described.

261. Pindera, Wally. In the middle -- a view on the role of the principal. Administrator (Manitoba) 5:1:6-7 Fall'80.

262. Pinero, Ursula C. Wanted: strong instructional leaders. Principal 61:4:16-19 Mar'82.

Research evidence now lends legitimacy to the importance of the principal's instructional leadership in promoting school effectiveness.

**263. Poe, M. Catherine, and others. The Making of the Principal: A Study of Recent Literature for Elementary School Principals. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 24p. Available ERIC. ED 214 304.

Based on the view that the principal's influence is felt long after students leave school, this study looked at the literature designed to help elementary principals eradicate sexism in the schools.

264. Poppenhagen, Brent, and others. Comparative perceptions of elementary, junior high, and senior high school principals on selected work related variables. Journal of Educational Administration 18:1:69-87 Jy'80.

Differences among elementary, junior high, and senior high school principals' perceptions of their administrative task competence, involvement with the central office, autonomy, job satisfaction, and length of work week were investigated in relation to social forces confronting the principalship and characteristics of traditional principal preparation programs.

**265. Porter-Gehrie, Cynthia, and others. The Urban Principalship: Report on an Ethnographic Study of School Administration in Chicago. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, March 27-31, 1978. 30p. Available ERIC. ED 150 702.

Faculty from the University of Illinois at Chicago began this study of a sample of Chicago public school principals to determine how principals operate in the midst of the many organizational constraints of a large city school system. This presentation focuses on the methods of data collection and the determination of the study sample. The preliminary findings center on the principal's use of time, new problems in the relationship between principals and their staffs, the impact of administrative transfer for racial integration, and results that challenge some myths about urban school systems, particularly in the areas of firing tenured teachers, "pushing paper", and administrator isolation.

**266. Porter-Gehrie, Cynthia, and Robert L. Crowson. Analyzing Ethnographic Data -- Strategies and Results. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 23p. Available ERIC. ED 196 154.

Using ethnographic data, this study explores the behavior of urban principals at work. In the progress of the study, the researchers discovered new dimensions being added to the principal's role as a result of unionization and community group pressure. In addition, the researchers found that the implementation of legislation concerning desegregation and handicapped children, the institution of a mastery learning-based curriculum, and the centralization of school administration have significantly altered the principal's role and behavior. Plans for further research include an analysis of principals' views of their new roles and the skills and increased paperwork required of them.

267. Prescott, Réal. La concertation: le point milieu? Information 20:2:18-19 Oct. 1980.

**268. The Principal as Change Agent. The Best of ERIC on Educational Management, Number 55. Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1980. 5p. Available ERIC. ED 199 808.

Twelve essays and books reviewed in this annotated bibliography contribute information about how principals can identify the need for change and how they can implement successful change strategies. The literature contains several case studies as well as empirical research data.

269. Principals send the message: they're fed up with the pecking order. Executive Educator 1:10:18-20 Oct'79.

This article presents eight complaints from principals about central administrators. The complaints carry two themes: the central office is too far removed from the realities of school life, and the central office doesn't communicate properly with principals. Suggestions are offered to improve the relationship.

**270. Project SAFE Survey of Administrative Functional Efficiency: A Feedback Project Designed to Assist Principals. 1980. 8p. Available ERIC. ED 185 668.

After a brief explanation of Project SAFE (Survey of Administrative Functional Efficiency) as a system designed to provide necessary feedback to school principals, the author lists the components of the project. The author then lists dissertations completed as Project SAFE research and their findings. One study found significant personality trait predictors of principals' efficiency for eight different principal functions. Another examined the impact of a communications and leadership training program on teachers' views of ideal principal personality traits and found no effects.

*271. Purkey, William Watson. Forty brass tack suggestions for the school executive. Northern Principal 7:1:2-5 Apr'81.

Administrators are offered practical suggestions that will help make schools more inviting places where positive learning can occur and caring relationships can develop.

272. Quesnel Principals' and Vice-Principals' Association. An Analysis of the Report on the Manitoba School Principal; Changing Roles and Responsibilities. Vancouver, B.C.: B.C. Principals' and Vice-Principals' Association, 1978. 10p.

**273. Rainey, Malcolm F., and Elaine C. Connell. Roles, Competencies and Leadership Qualities of Administrators and Supervisors: An Annotated Bibliography. 1981. 28p. Available ERIC. ED 207 246.

This annotated bibliography was organized from articles listed in issues of the "Education Index" from July 1978 through June 1981 for the purpose of producing a reference tool that would be useful to students and others interested in literature

related to the roles, competencies and leadership qualities of administrators and supervisors.

*274. Rawn, Edwin L., and Jerry W. Valentine. Principal communication across grade levels: a comparative and predictive study. Planning and Changing 11:4:189-96 Wtr'80.

This study found that elementary and senior high teachers differed significantly in their perceptions of their principals' communication skills. Principals at all levels are perceived as being good communicators of decisions but poor in affective communication.

*275. Responsibilities of the principal -- a description. Northern Principal 6:1:6-7 Je'80.

The principal must provide the leadership necessary to properly secure and deploy a variety of resources in order to permit the best possible education for each child in the school. Requirements and specific responsibilities are delineated.

*276. Richert, George E. The principal: institutional developer. Saskatchewan Educational Administrator 11:4:62-74 Je'79.

The author emphasizes the need for change and vitality in schools. He quotes numerous research studies in pointing out that the principal has a key role to play in developing training programs for staff, in providing staff support activities, in developing a positive working environment and in involving teachers in the institutional change process.

277. Rist, Marilee C. Principals spread thin: the dual principalship. Principal 61:5:24-27 My'82.

Six administrators comment about their experiences as dual principals -- situations in which one principal has responsibility for two or even more schools. All agree that the dual principalship imposes restrictions on the principal's role as a leader.

278. Robert, Gill. Accomplir toutes les tâches et négliger sa tâche. Revue Information 16:8:2-5 Avril 1977.

279. Robert, Gill. Principal a plus de responsabilités que de pouvoirs. Revue Information 16:9:27-32 Mai 1977.

**280. Roberts, Leonard E. The Principal as a Key Member of the Management Team: 1978. Paper presented at the 38th Annual Meeting of the National School Boards Association, Anaheim, California, April 1-4, 1978. 10p. Available ERIC. ED 165 250.

These remarks touch on a variety of topics related to educational administration and the management team. The author recognizes the need for superintendents, principals, and district teams to have a new performance-based management philosophy and system. He notes that principals today feel

powerless and frustrated but that many people believe the principal is the critical person in the education process. He then lists the essential elements of a management team and explains how this approach can be beneficial to principals. He further lists 11 questions a district should ask itself to see if it has an adequate base on which to build a management team. In closing, the author describes some experiences of management teams in Iowa.

281. Robertson, Linda. The first year. Principal 61:1:54-55 Sept'81.

A new principal looks back on the experiences of her first year as an administrator. She stresses the importance of seeing situations from other people's points of view, taking blame for one's own decisions, and using humor, when appropriate.

282. Robichaud, Emile. Le directeur à l'écoute...des sources. Information 20:1:4-10 Sept. 1980.

283. Roe, William H., and Thelbert L. Drake. The Principalship. 2nd ed. New York: Macmillan Publishing Co., 1980.

**284. Rogers, Kathryn S. Principals Discuss Their Roles: An Observational Study. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 46p. Available ERIC. ED 203 476.

What principals are taught about their roles differs markedly from how they actually perceive and experience their roles. To discover the principals' views, comments made in discussion groups by 44 principals in a large urban Midwest school system over a four-month period were analyzed. The principals perceived themselves as relatively powerless "middle managers" rather than leaders, caught between community and higher administration pressures, and functioning mainly to coordinate their staff, administer regulations, and solve immediate problems. These experiences contrast strongly with normative role emphases on educational leadership, curriculum development, and student guidance, and also differ from empirical descriptions of principals' solidarity with teachers and desire for greater instructional leadership. The tension between what principals are taught and what they experience may lead to role conflict and stress, and may require reorientation of principals' training.

*285. Rogus, Joseph F., and Mary Martin. The principal and staff development: countering the school culture. Clearing House 53:1:28-31 Sept'79 and NASSP Bulletin 63:423:81-87 Jan'79.

After addressing the problems inherent in developing staff improvement programs, the author offers starter planning steps for countering the energy drainage of teachers, countering the weak technology of teaching, and countering the feeling of aloneness of the teacher.

286. Rogus, Joseph F., and others. As secondary principals view themselves: implications for principal preparation. High School Journal 63:4:167-72 Jan'80.

Almost 200 randomly-selected midwestern junior and senior high school principals responded to a survey on their length of work week, competence in administrative tasks, involvement with central office, autonomy, and job satisfaction. Few significant differences were found between junior and senior high principals. Implications are drawn for administrator education.

287. The Role of Elementary School Principals: A Summary of Research. ERS Research Brief. Arlington, Va.: Educational Research Service, 1982. 107p. ED 217 564. Not available ERIC.

Taking the view that principals play a key role in providing a solid educational foundation for students, this review of the literature is designed to better inform administrators, teachers, parents, and the general public about the principal's role and responsibilities. The review focuses on the elementary school principal and includes research studies from 1970 to the present.

*288. Rollins, Howard A., Jr., and Marion Thompson. Implementation and operation of a contingency management program by the elementary school principal. American Educational Research Journal 15:2:325-30 Spr'78.

Four principals were trained to supervise the implementation of a positively-oriented, token economy in all normal classrooms in their schools. Pre- and post-implementation behavioral observations of teacher-delivered positive and negative events, student disruptions, and student involvement indicated the program was successful.

*289. Rosenberg, Max. School principals should teach. Phi Delta Kappan 63:9:630 May'82.

The author argues that the principal of a school should be a master teacher who, by daily work, exemplifies the whole purpose of schooling.

**290. Rosenblum, Sheila, and JoAnn Jastrzab. The Role of the Principal in Change. The Teacher Corps Example. Cambridge, Mass.: Abt Associates Inc., 1980. 88p. Available ERIC. ED 197 501 and Appendix ED 202 165.

To understand better the role a principal plays in the success or failure of a federal program, this study was conducted on the role of principals in Teacher Corps projects. An introductory chapter discusses the changing role of the principal in general and the role of the principal in change efforts and then more specifically discusses the emergent role of principals in Teacher Corps projects. This is followed by a synthesis of case studies of four Teacher Corps projects and an analysis of factors affecting the role of principals in the projects, with implications for policy makers, project managers, and principals themselves. A companion volume applies the lessons learned from this study to training materials for administrator in-service education.

**291. Ross, John A. Strategies for Curriculum Leadership. Victoria, Australia: Deakin University, School of Education, October 1981. 6p. Available ERIC. ED 213 142. Microfiche only.

Educational research suggests several ways in which principals can affect teachers' curriculum choices. Principals can foster teachers' pursuit of intrinsic rewards by helping them with classroom management, by arranging testimonials from teachers who have successfully improved their teaching, and by publicly praising student achievement. Research findings also suggest that because of their central role in determining the norm structure of the school, principals can significantly influence teachers by acting as role models for professional conduct and by displaying enthusiasm for innovations. Some organizational theory and research suggests that allowing teachers increased participation in decision-making will increase administrator influence. Finally, although there is no conclusive research on the topic, there is considerable anecdotal evidence that the social behavior of principals affects teacher receptiveness to principal intervention in curriculum matters. In sum, research shows that curriculum leadership is possible for highly motivated principals.

292. Ross, John A. The influence of the principal on the curriculum decisions of teachers. Journal of Curriculum Studies 12:3:219-30 Jul-Sept'80.

The author reviews literature related to potential sources of the principal's influence on curriculum decisions of teachers. Topics discussed include expectations of the principal's curricular influence, the reality of such influence, sources of influence, and mechanisms that can be used by principals to increase their curricular influence.

*293. Roth, Robert. Developing positive attitudes toward junior high school. NASSP Bulletin 63:424:119-22 Feb'79.

Principals' efforts to ensure that students develop a positive attitude toward their school may be organized into four areas: developing a school climate conducive to learning; providing for students' individual success; facilitating positive communication; and having a multifaceted approach to discipline.

**294. Rowan, Brian, and others. Methodological Considerations in Studies of Effective Principals. Paper presented at the 66th Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 20p. Available ERIC. ED 214 985.

A review of studies on effective principals reveals that a number of methodological problems have prevented the accumulation of findings adequate to producing well developed models of instructional leadership and its effects on school outcomes. Problems of measurement and research design in the existing literature are reviewed and suggestions for future studies made.

*295. Ruetz, Frank. Principal in the looking glass. Reporter (OECTA) 2:4:40-41 Dec'76.

This article relates to the school principal and his influence on the school organization. Many of the ideas presented are derived from recent research studies in education and are offered as a type of mirror through which the principal may look at himself, his values, and his behavior to better determine where he is and what changes, if any, he may choose to make in his leadership role and style.

296. Runacres, Eric. Principals as political brokers. Northern Principal 3:2:3-4 Je'77.

*297. Sackney, Larry E. Administrative dilemmas of the principal. Canadian Administrator 20:3:1-5 Dec'80, and ATA Magazine 61:4:4-7 May'81.

This paper examines various dilemmas that face principals as they endeavour to increase the productivity of the school. These include socialization, organizational members, school-community relations, trust, conflict resolution, evaluation, professional growth and decision-making. In addition, the author develops some fresh perspectives for future efforts.

298. Salmon, Daniel A. Paranoia: perceptions of public school principals. Clearing House 54:4:149-54 Dec'80.

Some of the forces which are undermining the principal's leadership role and ability to effectively administer the school are: teachers and unions, the competency movement, political and community interest groups, and media pundits.

**299. Sang, Herb A. School-Based Management and the Role of the Principal -- Where Does the Buck Stop? Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Miami Beach, Florida, January 11-15, 1980. 9p. Available ERIC. ED 184 216.

The school superintendent for Duval County (Florida) describes his experiences in developing a school-based management organizational structure. The superintendent made a commitment to the school board and administration that principals would be "front line decision-makers" in the system. This commitment required a reassessment of each principal to determine competence, enthusiasm, commitment to system goals, and flexibility to change.

300. Sara, Nathir G. A comparative study of leader behavior of school principals in four developing countries. Journal of Educational Administration 19:1:21-32 Wtr'81.

Findings of research on behavior of school principals in four developing countries are summarized to shed light on the question of the universality of certain patterns of leader behavior. Implications of the findings are that cultural variables seem to be of little importance in the study of leadership.

301. Schellenberg, Henry. Politics in education -- role of the principal. Administrator (Manitoba) 5:1:10-11 Fall'80.

302. Schiff, Martin. The principal as a personnel leader. Educational Horizons 56:3:121-5 Spr'78.

> The principal must develop the leadership style of a facilitator to allow each teacher to reach an optimal level of efficiency.

303. Schmitthausler, Carl M. How to go back to the classroom and learn something new about yourself. National Elementary Principal 59:3:49-52 Mar'80.

> One man recounts what he learned from returning to the elementary classroom after an absence of 24 years, during which he was an elementary principal, a director of elementary curriculum, a consultant, and a doctoral student.

**304. The School Principal: Recommendations for Effective Leadership. Sacramento, Calif.: California State Legislature, 1978. 82p. Available ERIC. ED 165 325.

> This task force concluded that because of increased social pressures and a burgeoning number of mandated programs, the principal's role today is much more demanding. The investigation resulted in extensive findings and recommendations concerning pre-service training and credentialing, principal recruitment and selection, administrator professional development, administrator support systems, and principal evaluation. The report concludes with the recommendation that a major effort must be made by state and local governments to define the role of principals, give principals adequate support and assistance, and hold principals accountable for defined tasks.

**305. Schools -- and Their Principals -- Do Make a Difference. Research Action Brief No. 20. Eugene, Oreg.: ERIC Clearinghouse on Educational Management, Dec. 1981. 7p. Available ERIC. ED 213 068.

> This review highlights Michael Rutter's three-year study of British ten-year-olds, which concluded that the "ethos" or norms of a school exert more influence on students than any other factor. Also discussed is Wilbur Brookover's study of Michigan elementary schools which reached a similar conclusion: a successful school has a climate that furthers success. These findings are seen to support those of Gilbert Austin, who found in addition that unusually successful schools all had a principal or other leader who was exceptional. Ronald Edmonds, who reviewed studies of effective schools, is also cited as finding that strong administrative leadership is the most important factor in school effectiveness. Finally, two other studies are briefly mentioned which emphasize the importance of leadership to school effectiveness. The review concludes that schools do positively affect the achievement of students by creating norms that support achievement and that the person who has the most influence on these is the principal.

306. Schwartz, Arthur M. Principals and power: an assessment of the principal's political role. Administrator (Manitoba) 5:1:23-31 Fall'80.

*307. Seifert, Edward H. How to be a successful new principal. NASSP Bulletin 65:446:56-58 Sept'81.

The author offers 10 steps to follow in becoming a successful principal that are especially aimed at those new to their positions.

*308. Selinger, Alphonse D. Principal learns survival. Reporter (OECTA) 2:5:20-22 Jan'77.

Traditionally, the principal has been seen as a "head teacher". But now, there are increasing demands on the principals' political skills as more individuals and groups become involved in attempts to influence educational governance and educational inputs and outcomes. The principal, for survival reasons alone, is being forced to develop political skills and a style of leadership suited to the changing conditions.

*309. Sergiovanni, Thomas. Rational, bureaucratic, collegial, and political views of the principal's role. Theory into Practice 18:1:12-20 Feb'79.

Understanding four basic organization management models -- the rational model, the mechanistic model, the collegial/organic model, and the political theory/bargaining model -- can aid school principals in critically assessing their own administrative styles.

*310. Sexton, Michael J., and Karen Dill Bowerman. Conflict-handling for secondary school principals. NASSP Bulletin 63:426:1-10 Apr'79.

An instrument is presented for self-assessment by secondary school principals to identify both their willingness to intervene and their style of intervention in conflict situations with students and colleagues.

*311. Sheffield, Walter R. In defense of principals. NASSP Bulletin 62:421:16-19 Nov'78.

The responsibilities and pressures of the principalship continue to increase. Excessive cuts of the positions of assistant principals and other supportive personnel are detrimental to quality education.

*312. Shockley, Robert E., and Denis D. Smith. The co-principal: looking at realities. Clearing House 55:2:90-93 Oct'81.

Because school administration has become a job of vast dimensions, the authors propose replacing the traditional assistant principal structure with a co-principal model, in which a principal for administration and a principal for instruction share responsibility for one school. Duties of each are listed.

*313. Shoemaker, Joan, and Hugh W. Fraser. What principals can do: some implications from studies of effective schooling. Phi Delta Kappan 63:3:178-82 Nov'81.

A review of several well-known studies of schooling suggests that schools -- and their principals -- can indeed make a difference. The authors suggest four keys to improving the training and practice of the building principal.

**314. Sigler, E.A., Jr. Secondary School Management Problems in the 1970's. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Anaheim, California, February 10-15, 1978. 9p. Available ERIC. ED 158 402.

The problem addressed by this study is basically one of increasing pressure on the school principal, largely as a result of modern demands on education, coupled with a continuing lack of the decision-making authority the principal needs if he is to shoulder the new responsibilities. If principals make efforts to obtain and use improved management skills, it could help them convince higher-level educational managers that they are capable of assuming authority, which in turn might make it easier for principals to reorganize their work loads and school management structures to reflect new legal strictures and other demands.

315. Sivage, Carol Russell. Oiling the gears: how the principal helps, or hinders, change. Principal 61:4:20-23 Mar'82.

Briefly described are the experiences of three principals to illustrate the most important elements contributing to an innovation's success: understanding of the central concept, commitment to its objectives, negotiation with competing environmental pressures, allocation of resources, clarification of roles, encouragement of participation, provision of social support, and provision of feedback.

**316. Smyth, W. John. The Principal as an Educational Leader: To Be or Not to Be? Victoria, Australia: Deakin University, School of Education, 1980. 6p. Available ERIC. ED 213 132. Microfiche only.

Research shows that, contrary to textbook images, principals react to their circumstances instead of controlling them and that they spend most of their time on administrative, not instructional, matters. Further entrenching principals in their administrative role is the fact that the principalship is legitimized more by its position in a bureaucratic hierarchy than by any instructional expertise on the part of the principal. However, principals could base their legitimacy on instructional expertise. To do so they must take a more active role in instruction. Recent research shows that effective principals are more active in instructional supervision, evaluation and leadership. A redefinition of the principal's role will mean that principals must acquire new skills and practice closer overseeing and improvement of instruction. This instructional supervision must be based on

three points: the classroom should be the focus of activity, teachers' and pupils' concerns must take priority, and principals should give teachers objective feedback on their classroom work.

*317. Smyth, W. John. Toward becoming an "educational leader". Challenge in Educational Administration 19:2:12-18 1980, and Administrator (Manitoba) 4:1:16-21 Sum'80.

Confining his remarks mainly to the office of school principalship, the author points out that effective leadership in schools depends primarily on a demonstrated concern with matters "educational" rather than "administrative". The principal must improve his expertise, skill, and knowledge in classroom and instructional matters to regain his position of authority in the school.

318. Sosne, Howard L. Advice to rookies: do's and don'ts for making that first year successful. Principal 62:1:14-17 Sept'82.

An experienced principal explains the importance of quickly establishing a favorable climate for interpersonal relationships and how that might best be done.

*319. Southerland, T.P. The creative principal. NASSP Bulletin 64:433:1-6 Feb'80.

The author challenges administrators to be more creative, original, and imaginative.

*320. Sparkes, Wendell J. The role of the principal in decision-making. Education Canada 21:4:34-39 Wtr'81.

The author describes the modern principal as team leader who shares responsibilities by involving parents, pupils, teachers, department heads, and vice-principals in policymaking decisions. Five modes for teacher involvement in decision-making are outlined. Administrator-teacher relationship in the collective bargaining process and applicability of collegial and hierarchical models for decision-making are discussed.

*321. Speiser, Lester B. Captain Kirk, his leadership style as a model for principals. NASSP Bulletin 64:434:105-09 Mar'80.

The author shows how "Star Trek" is more than a television show about space exploration and the future. Captain Kirk's style demonstrates there are goals to be achieved.

**322. Stallings, Jane A., and Georgea G. Mohlman. School Policy Leadership Style, Teacher Change and Student Behavior in Eight Schools. Final Report. Mountain View, Calif.: Stallings Teaching and Learning Institute, 1981. 131p. Available ERIC. ED 209 759.

Eight secondary schools participated in this study of the relationships among school policies, principal leadership style, teacher behavior, and student behavior. As one facet of the study, all teachers participated in the Stallings Effective Use of Time Training Program. A number of major findings emerged: (1) In schools where policies and rules

were clearer and more consistently enforced, teacher morale was higher and there were fewer classroom intrusions, less litter and vandalism, a lower absence rate, less class misbehavior, and more time spent on task; (2) In schools with more administrative support services and fewer burdensome duties, teacher morale was higher and there was less classroom misbehavior; (3) In schools where the principal was more collaborative and respectful, teachers had higher morale and students perceived teachers and students as more friendly; (4) In schools with more supportive principals, more teachers implemented the training program; (5) In schools where the policies and rules were clear and consistent, more teachers changed their classroom behavior as recommended by the program; and (6) In schools where the teachers implemented the training program, students spent more time on task.

*323. Stallings, John W., and Paul R. Britton. Advice for principals: expectations can be fickle, fatal, forceful, formative. NASSP Bulletin 65:445:72-79 May'81.

Everyone has different expectations of the principal, but there are successful techniques for principals to identify, clarify, and cope with them.

*324. Staven, LaVier L. Administrative behavior that will get things done. NASSP Bulletin 66:455:121-22 Sept'82.

The author describes an effective administrator as one who acts as a catalyst, consultant, or group resource person but who nevertheless accepts risks and expects on occasion to be misunderstood.

*325. Stewart, Bev C. The principal: a facilitator of teacher development. Saskatchewan Educational Administrator 12:3:43-47 Mar'80.

The author highlights the principal's important role in the professional development of teachers. He also emphasizes some fundamental principles of adult education and their relevance to the continuing education of teachers. The reader is urged to consider these principles and to explore other references which will assist the school principal as a facilitator of teacher development.

*326. Stiegman, Joan. One teacher's view of the principal. Lighthouse 2:2:10-13 Wtr'78.

The role of the principal is compared to that of the conductor of a symphony orchestra.

327. Storey, Vernon James. Work-Related Efforts of School Principals: An Exploratory Study. Ed.D. thesis, University of British Columbia, 1978. 276p.

This study was exploratory in nature, and had two major emphases. One thrust of the research was to describe the learning efforts of school principals. The other was to determine the existence and nature of relationships between learning efforts and several independent variables. The study

found that local and regional activities, and those which would facilitate ongoing study of a topic, were important to principals. These activities might further facilitate such consultative activities as intervisitation, which was also seen as desirable and preferred. The need for further local research before utilization of the study's findings is discussed.

*328. Stott, L.J. A question of balance. Comment on Education 10:4:4-6 Apr'80.

The author maintains that the principal's roles can be grouped into two categories: accountability and facilitation. The roles are usually, if not always, in conflict. On one hand, the principal is clearly accountable to superintendents or directors of education for implementing board and ministry policies and to parents for ensuring that their children are well taught. On the other hand, it is the role of the principal to provide a supportive, encouraging environment wherein teachers are happy and enthusiastic in their teaching so that students are, in fact, well taught. A good principal constantly seeks the mean.

329. Sucher, Floyd, and others. The Principal's Role in Improving Instruction. Springfield, Ill.: Charles C. Thomas Publ., 1981. 112p.

*330. Sweeney, James. Research synthesis on effective school leadership. Educational Leadership 39:5:346-52 Feb'82.

Recent research on school effectiveness is reviewed to identify the behaviors of effective principals. The author maintains that effective principals emphasize achievement, set instructional strategies, provide an orderly atmosphere, frequently evaluate student progress, coordinate instructional programs, and support teachers.

331. Switzer, Stephen E., and Natalie R. Skurow. School mental health. Independent School 37:3:47-50 Feb'78.

An economical model for meeting some of the problems a principal faces in dealing with a school's emotional health is proposed.

332. Tallboy, Richard. Rewards of Elementary School Principals. M.A. thesis, McGill University, 1978. 78p.

Using a Q-sort, reward systems of elementary school principals were found to be composed of a series of dilemmas. To get one reward was to lose another.

*333. Thiemann, Francis C., and K. Penney Sanders. The principal's changing role under school-based management. Challenge in Educational Administration 19:2:6-12 1980.

As more school districts move to adopt school-based budgeting the need for new and greater management skills will become painfully obvious. The pressures principals cope with now will increase. The bottom line of school-based management is

measurable success -- in resource management, staff management and student progress and achievement. The school administrator in SBM must be ready to accept responsibility for change and to show measurable success.

334. Thiessen, Vic. One view of the principal's political role in education. Administrator (Manitoba) 5:1:8-9 Fall'80.

**335. Thomas, Margaret A. A Study of Alternatives in American Education, Vol. II: The Role of the Principal. Santa Monica, Calif.: Rand Corp., 1978. 121p. Available ERIC. ED 163 591.

This report is the second of a series documenting a study of alternative schools in American education. The report focuses on the role of the school principals in managing diverse educational programs in their schools. The study addresses three main issues: how alternative school principals are selected and the relationship of these selections to the districts' system of alternatives; principal leadership styles and the distinctiveness of alternative programs; and principal leadership and conflict between competing alternative programs.

**336. Thompson, Bruce. Refinement of the Administrator Professional Leadership Scale (APLS-II). Report 74-3. 1974. 15p. Available ERIC. ED 175 911.

The Administrator Professional Leadership Scale (APLS) was developed to measure the professional leadership quality of a school principal, and to provide principals with anonymous feedback on teachers' perceptions of their leadership. Further refinement was carried out to increase its reliability, to discover categories of administrator behavior considered by teachers when evaluating leadership, and to improve the evaluation of principals according to these dimensions of leadership. Three factors of effective leadership were indicated by the responses of 1,478 teachers who completed the APLS: instructional leadership, personal warmth and managerial effectiveness.

*337. Troy, Mills. The principal as catalyst. Theory into Practice 18:1:21-27 Feb'79.

The educational administrator interviewed in this article expounds upon his theory that a low-level authority profile, communications skills, and leadership qualities in innovative education are the essential elements of a successful school principal.

338. 21 Administrative Problems and How to Solve Them. Third Printing, October 1979. New Port Richey, Florida: Educational Service Bureau, Inc., 1966. 31p. ED 177 711. Not available ERIC.

This report serves as a guide to educational administrators by dissecting a series of representative school problems and offering suggested solutions. The problems, characterized as both administrative and human relations problems, are grouped under the headings of administrative staff, teaching staff, individual teachers, instructional program, student body, community, and P.T.A.

*339. Two principals. The Principal Issue 1:1:19-22 Oct'82.

A school trustee interviews one rural and one urban principal in an effort to find out how they perceive their roles, how they relate to their boards of education, and what their major frustrations and concerns are.

340. Ubokudom, Sam J. Leadership Behavior of School Administrators. New York: Vantage Press, Inc., 1982.

*341. Valentine, Jerry. Effective communication: do your teachers really understand you? NASSP Bulletin 65:445:34-38 May'81.

A method for measuring principal-teacher communication and a study that found principals good at factual kinds of communication and weak in effective communication is described.

**342. Valentine, Jerry, and others. The Middle Level Principalship, Vol. I: A Survey of Middle Level Principals and Programs. Report of National Study of Schools in the Middle. Reston, Va.: National Association of Secondary School Principals, 1981. 165p. Available ERIC. ED 217 571. Microfiche only.

A national questionnaire survey of 1,413 principals of middle-level schools (those offering any combination of grades 5 through 9) gathered data on principals' personal and professional traits, tasks, problems, and opinions on selected educational issues; on school programs; and on student, school, staff, and community characteristics. The data are presented in 151 text tables and 53 added appendix tables along with a narrative description and a concluding chapter which gives summary profiles of the principals and the programs.

*343. Vann, Allan, and others. Three principals discuss the principal's leadership role. Educational Leadership 36:6:404-06 Mar'79.

Curriculum development, shared decision-making, and serving as an instructional leader are part of the principal's role.

*344. Viney, Bonnie. Principal in curriculum; a view from the classroom door. CEA News :5 May-June'77.

The role of the principal in implementing curriculum development is discussed from the viewpoint of a classroom teacher. The author feels that the real responsibility for curriculum implementation falls on the shoulders of the classroom teacher. The principal fills a moral support and communication function which teachers need to implement proposed innovations.

*345. Volk, Nick. Principals: our expectations and hopes. The Principal Issue 1:1:9-14 Oct'82 and School Trustee 34:4:11-12 Oct'81.

This paper argues that principals must furnish instructional leadership or risk becoming an endangered species. Research evidence supports the view that pupils attain higher levels of achievement in schools where the principal is involved in the instructional program of the school. Principals should

possess skills and expertise in classroom analysis and be equipped and able to help in the improvement of instruction.

*346. Vornberg, James A., and others. Student activities: what are the problems now? Clearing House 55:7:322-23 Mar'82.

The findings of a survey of secondary school principals concerning the problems associated with school activities programs are presented. The four major problems are lack of student participation, lack of sponsors, time restrictions, and financial considerations.

347. Wadelius, Vaughn. Administrative decision-making. Administrator (Manitoba) 3:2:35-47 Sum'79.

*348. Wadelius, Vaughn. Principals note change in role. Manitoba Teacher 56:8:10 Apr'78.

This article reviews the report of the Manitoba Teachers' Society's Task Force on the Job Parameters of Principals. The report entitled The Manitoba School Principal: Changing Roles and Responsibilities reinforces the perception suggested by comments made by many principals who have reported a definite change in their role over the last few years. They suggest that if principals are to fulfill their roles as educational leaders, they must not only improve their skills in particular areas but must also be given the time to do an effective job.

349. Wadelius, Vaughn. The principal's political role in education. Administrator (Manitoba) 5:1:4-5 Fall'80.

**350. Wake, Andrew. The School Administrator's World of Predetermined Meaning. Columbus, Ohio: University Council for Educational Administration, 1979. 8p. Also in UCEA Review 20:3:13-19 Sum'79. Available ERIC. ED 175 146.

This paper presents a view of the principalship as it is subjectively perceived by the principal. The role is constrained by a number of factors. One of these is the principal's private office that both signifies and produces the principal's unique status and position. One of the principal's primary obligations is to maintain the social structure within and outside the school. Principals' obligations involve situation-defining or defining the school structure, but the definitions are not of their own making. Recent changes in managerial styles create new demands on the principal, including a greater demand for measurable indicators of efficiency and effectiveness. The principal is also constrained by the way time is measured within the bureaucracy and by its strict use as an organizing feature of school life. As a consequence of these constraints, the principal may easily acquire a sense of being a victim of circumstance rather than the creator of occasions. It may be that the principal is the human agency through which the organization defines itself.

*351. Walden, Everett L. Positive power in negative terms. NASSP Bulletin 62:421:30-33 Nov'78.

The authority-based powers, traditionally the exclusive domain of principals, have been weakened by court decisions and

collective bargaining. The principal must seek and develop ability-based powers -- referent power and expert power.

**352. Walters, Donald L., (ed.) Perceptions of Administrative Competencies: A Survey of School Principals and Superintendents. 1979. 38p. Available ERIC. ED 172 361.

A survey of 54 administrators attempted to determine their attitudes about a number of administrator competencies. They were asked to rate the importance of each competency, state whether it is acquired primarily before entry or on the job, and report the degree of assistance his or her own academic program had been in acquiring the competency.

*353. Wanaski, George A., and Lloyd E. McCleary. Principals of religious and religious-affiliated high schools: what the data show. NASSP Bulletin 64:433:57-66 Feb'80.

This article reports findings concerning parochial school principals from the National Association of Secondary School Principals' (NASSP) National High School Principals Study. The job, personal characteristics, principals' opinions on educational tasks, issues and practices and future influences on education are discussed.

354. Washington, Kenneth R. The urban principal as a positive pygmalion: the key to enhancing teacher effectiveness. Urban Education 15:2:183-88 Jy'80.

The key to improving teacher performance and, ultimately, pupil achievement is to encourage principals to develop effective and positive leadership behaviors. Urban school systems must thus accelerate the development of principals who can work with teachers in ways that foster growth and productivity.

355. Waters, E.K. How do principals feel about the basics? National Elementary Principal 57:1:65 Oct'77.

Some of the responses of principals queried at the National Association of Elementary School Principals' Convention are discussed.

**356. Watkins, Arthur Noel. Actual and Ideal Decision-Making Processes Utilized in Senior High Schools that Individualize Instruction. Technical Report No. 460. Madison: Wisconsin University, Research and Development Center for Individualized Schooling, 1978. 288p. Available ERIC. ED 187 011.

The purpose of this study was to identify and describe the decision-making processes in senior high schools that were implementing programs of individualized schooling. Among the major conclusions of the study were that the decision-making structures and processes utilized within the school made a significant contribution to the successful implementation of individualized schooling, and that the principal performed a major role in determining the decision-making policy and in implementing the decision-making structures and processes.

*357. Watson, J.K.P. The changing role of school principals in England and Wales. Canadian Administrator 17:8:1-5 May'78.

This paper examines some of the pressures that are bringing about a change in the roles of teachers, especially head teachers in English schools and some of the constraints and problems that they face. In light of these developments the author emphasizes that principals need to be trained and prepared for their jobs more thoroughly than ever before.

*358. Webb, Shelley. The principalship. Journal of Education (N.S.) 5:3:6th series:11-12 Spr'78.

The character and performance of the person who holds the position of principal is a critical factor in the educational life of the community. The many roles the principal must play and some of the skills required are discussed.

*359. Weischadle, David E. School-based management and the principal. Clearing House 54:2:53-55 Oct'80.

The recent trend toward school-based, or school-site management, returns to the principal many of the discretionary powers he possessed in years past over professional staff, program changes, budget priorities, and student problems. Considerations for implementing this approach are cited.

*360. Welch, Robert J. Go tell the Spartans. NASSP Bulletin 64:436:56-65 May'80.

In describing the Spartans of ancient Greece, this writer makes a parallel with the problems of high school students today and asks principals to be understanding.

*361. Welch, Robert J. The principal: last of the sin-eaters. NASSP Bulletin 62:421:7-11 Nov'78.

The principal is expected to resolve conflict that stems from school board policy clashing with personal need. Board policy of necessity deals in generalities. A parallel is drawn between the principal and the sin-eater -- the man who, for little payment, was believed to consume the sins of the deceased.

*362. Weldy, Gilbert R. Principals are instructional leaders. It's a fact -- not a myth. NASSP Bulletin 63:423:71-76 Jan'79.

In theory and fact, in position and function, the principal is indeed the instructional leader of the school. There are research findings on teacher effectiveness that can and must be used by principals in their function of instructional leadership.

*363. Weldy, Gilbert R. Principals: What They Do and Who They Are. Reston, Va.: National Association of Secondary School Principals, 1979. 81p. Available ERIC. ED 170 892. Microfiche only.

This monograph is intended to help parents, students, and lay persons understand more clearly the expectations, responsibilities, and day-to-day activities of the school

principal. Most of the references made in the publication are to secondary principals, but many of the role expectations apply to elementary principals as well. The author presents a principal's job description and describes a typical principal's day. He outlines principals' training and discusses the principal's image. He focuses on the principal as authority figure, student advocate, person-in-the-middle, educational leader, acknowledged expert, decision-maker, problem solver, and disciplinarian. He discusses principals' rights concerning their jobs, duties, and compensation, and outlines the duties of scheduling the school's educational program and setting goals.

*364. Wells, Thomas. Principal is key to community school. Ontario Education Dimensions 11:2:4 Je'77.

In an address to a community schools conference, the Minister of Education of Ontario discusses the critical role of the principal in the community school concept.

365. West, Edwin L., Jr. The co-principalship: administrative realism. High School Journal 61:5:241-6 Feb'78.

By reorganizing the available manpower and changing roles and responsibilities, the secondary school principalship can become manageable and workable with greater job satisfaction for administrators and increased benefits for pupils, teachers, the school board and taxpayers. Reorganization involves the establishment of a "co-principalship" where each administrator has equal authority and salary. Job descriptions for a principal of administration and a principal of instruction are given.

*366. White, Michael C., and Charles A. Reaves. An analysis of principal-teacher communication patterns under conditions of high covert and low covert perceptual disagreement. Journal of Experimental Education 50:2:105-110 Wtr'81.

The difference in interpersonal communication patterns of principals when engaged in discussions with teachers under conditions of high perceptual disagreement and low perceptual disagreement is questioned. Findings support the hypothesis that superiors tend to communicate with subordinates in a disconfirming pattern under conditions of high covert perceptual disagreement.

367. Whitehead, Keith. Evaluation of Leadership Styles of Elementary School Principals, as Influenced by the Size and Location of the Educational Unit. M.A. thesis, Dalhousie University, 1978. 86p.

**368. Willis, Quentin F. Uncertainty as a Fact of Life (and Work) for the School Principal. Victoria, Australia: Deakin University, School of Education, 1980. 6p. Available ERIC. ED 213 135. Microfiche only.

Three secondary school principals in Victoria, Australia were observed for three weeks each. The study found that the principal's job is characterized chiefly by uncertainty, variety, brevity, discontinuity, and "invisibility". The contacts frequently changed location from preceding

activities, often worked unseen by other school staff (and hence "invisible" to them), suffered frequent interruptions, and spent much of their time involved in affairs external to the school, often with nonsubordinates. The author concludes that principals' work should not be too tightly scheduled, since the core of the job involves organizational communication through interpersonal contacts, and that principals should have skills in handling uncertainty.

369. Willis, Quentin F. The work activity of school principals: an observational study. Journal of Educational Administration 18:1:27-54 Jy'80.

The content and characteristics of the work of three Australian principals who were observed for three weeks are described with the findings expressed in a set of propositions about the principalship.

**370. Willower, Donald J., and John T. Kmetz. The Managerial Behavior of Elementary School Principals. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 28p. Available ERIC. ED 214 244.

Using structured observation, researchers carried out a field study of the work behavior of five elementary school principals in two northeastern states. The study results showed the principals worked an average of 49.7 hours per week on 611.6 activities. Classification of the activities into 13 types revealed the most frequent were unscheduled and scheduled meetings, desk work, and telephone calls. The elementary principals' correspondence indicated they received more letters from superiors and parents than did secondary principals. Analysis of the purpose of principals' activities showed that most actions were aimed at organizational maintenance, school curricular and instructional programs, and pupil control; the least time was spent on extracurricular activities. Overall the research indicated that elementary and secondary principals' activities resemble each other in their fast pace, variety, brevity, fragmentation, and verbal emphasis.

**371. Wilson, Alfred P. (comp.). The Principalship. A Selected Bibliography. Salt Lake City: Utah University, Center for the Study of Educational Policy and Administration, 1980. 54p. Available ERIC. ED 199 914.

This selected bibliography lists articles and books published on the function of the public school principal in the United States. The periodicals were taken from the Education Index, 1970 through June 1980, and the books from the 1979-80 edition of "Books in Print", which includes titles from 1970-79.

**372. Wilson, Alfred P. The Principalship in Rural Amer[illegible]a. Las Cruces, N. Mex.: ERIC Clearinghouse on Rural Education an[illegible]mall Schools, 1982. 69p. Available ERIC. ED 212 438.

A review of relevant available literature divides the functions of rural principals into six categories

(instruction/curriculum leadership, personnel guidance, school/community relations, administrative responsibilities, evaluation, professional improvement) and provides suggestions on helpful material for each. A major conclusion is that material specifically intended for rural principals is very scarce.

373. Wingo, William D. Principal moves toward democratic management. Thrust for Educational Leadership 7:5:27-29 May'78.

The author, a principal at Tustin Memorial School in California, introduced a Democratic Decision-Making System, a teacher-developed, participatory management model for running a school. He discusses why he prefers this system and how to go about implementing it.

374. Wood, Charles L., and others. The Secondary School Principal: Manager and Supervisor. Rockleigh, N.J.: Allyn & Bacon Inc., 1978.

375. Yates, Sonja, and Robert Leck. Coprincipals: are two better than one? Principal 61:5:21-23 My'82.

Co-principals carry the authority and status of the principal's office equally. The co-principalship at Lompoc (California) Valley Middle School has functioned successfully for two years. Each principal shares in decision-making and has contacts with both successful and struggling students.

*376. Youngs, Bettie Burres, and Richard Brooks. Focusing on the appropriate educational philosophy. Thrust for Educational Leadership 9:2:22-24 Nov'79.

Presented is the strong belief that a school's written statement of philosophy should reflect the true, underlying philosophy of the school. The article concludes with six roles for the administrator to play in philosophy formation.

**377. Zirkel, Perry A., and Charles W. Guditus. Bases of Power Among Public School Principals. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, April 8-12, 1979. 24p. Available ERIC. ED 170 856.

In 1960, French and Raven postulated five bases of supervisory power: legitimate, expert, referent, reward, and coercive. The purpose of this study was to determine if this pattern would be manifested among public school teachers in the late 1970s. In general it was found: (1) That legitimate and expert power were, for public school teachers, like other organizational role groups and across various situational subcategories, the preferred base for supervisions; (2) That expert and referent power were, for teachers, the highest correlates of satisfaction with supervisor's performance; and (3) That the levels of institutional and interpersonal control perceived by teachers for themselves and for principals were also significantly and directly related to satisfaction with the principal's performance.

COLLECTIVE BARGAINING, PROFESSIONAL ASSOCIATIONS AND REMUNERATION

*378. Une alternative: la réouverture des postes. Canadian School Executive 2:4:9 Oct. 1982.

Lors de l'assemblée annuelle de l'Association des enseignants francophones du Nouveau-Brunswick, les délégués ont refusé la proposition sur la réouverture des postes. On cite les avantages et désavantages d'une telle mesure. Il est évident aussi que ceux qui sont les plus traditionnels ou conservateurs craignent toute innovation - et le concept de la réouverture des postes constitue assurément une innovation. On estime cependant qu'une convention ne doit pas lier les travailleurs et le système au point d'étouffer les participants ou de mettre un frein au progrès et à l'innovation. Au contraire, une entente syndicale devrait être un outil qui permet d'éclairer et de mettre en application les politiques de l'employeur et de l'employé.

*379. Barkelew, Ann H. Communications during negotiations, strikes, impasse, mediation. NASSP Bulletin 63:423:51-53 Jan'79.

A checklist of tips principals can use to communicate with their various publics during collective bargaining and teacher strikes.

*380. Baxter, David. Teacher militancy and the principalship: an uneasy alliance? Saskatchewan Administrator 10:3:28-37 Mar'78.

This paper examines strategies through which the principal can cope positively and effectively with militant teachers. Militant teachers are defined as those who seek to promote change by attempting to change the roles of other persons within the school or by seeking greater participation in decisions related to the development of teaching strategies, school program, teacher evaluation procedures and their involvement in other activities related to their work. The discussion centers around three questions: (1) What leadership implications does teacher militancy create for the principal? (2) What relations might there be between militancy and teacher participation in the decision-making process? (3) What are the impacts of aspects of teacher militancy upon school program development, teacher evaluation, teacher motivation and other issues?

381. Beaulieu, Lorenzo. Pour les principaux du Québec, un service professionnel: une nécessité. Revue Information 17:6:25-26 Févr. 1978.

**382. Benson, Gregory. The Principal and Contract Management. A Survey Report. 1979. 9p. Available ERIC. ED 175 151.

Responses from 173 principals to a 20-item survey form about the specific concerns of principals regarding contract management are categorized in this report. Topics include attitudes of principals toward the negotiation process, leadership, time allocation, relationships with teachers and

union officials, contract provisions, the effect of collective bargaining on educational programs and relations with communities, and the central office role.

*383. Bérard, Robert N. School principal -- more manager than teacher? Education Canada 21:2:9-11 Sum'81.

The principal's position in the school system generally and within teachers' organizations in particular is, at present, a most hazy one and its definition is most urgently in need of reappraisal.

384. Blumberg, Arthur, and others. Administrative power and collective bargaining in the schools. Journal of Collective Negotiations in the Public Sector 10:4:327-35 1981.

This study of 80 superintendents and 118 principals revealed that principals felt much more constrained by the union contract than superintendents did.

385. Boone, Bob, and Jim Slezak. When unions start wooing principals, you'd best have a better answer -- here it is. Executive Education: Premier Issue: 26-28 Oct'78.

The Mt. Diablo district increased principal participation in decision-making by creating four revolving principal-directorships to improve the decision-making process and administrator morale. The district also created a decision chart that outlines who has decision-making authority.

**386. Caldwell, William E., and others. Perceived Job Satisfaction of Secondary School Principals as Related to the Collective Bargaining Process. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, Ca., April 13-17, 1981. 15p. Available ERIC. ED 203 494. Microfiche only.

Three related studies sought to determine the overall job satisfaction of secondary school principals and the extent to which such satisfaction is affected by the collective bargaining process. The responses of 532 secondary principals suggest that participation in the bargaining process has a positive effect on role satisfaction for secondary principals in Pennsylvania, that providing information for bargaining prior to its initiation is a preferred managerial activity, and that "at-the-table" bargaining roles decrease principals' satisfaction and may damage their relationships with staff. A slight majority of the respondents reported high overall job satisfaction; thus, the perceived level of dissatisfaction with items related to collective bargaining was not sufficient to undermine overall satisfaction. Finally, respondents favored a formal self-interest bargaining unit as most beneficial for attaining salary and welfare benefits.

*387. Cooper, Bruce. S., and Kent F. Murrmann. Managerial identification and the unionization of school administrators. Administrator's Notebook 30:1:1-4 1982.

Administrator bargaining in the public schools has altered the traditional pro-managerial outlook of many principals. A

survey of school administrators in New Jersey revealed that, on issues such as dismissal procedures, grievance rights, and use of outside arbitrators, middle managers diverged from superintendents and took a more pro-labor position.

*388. Cychmistruk, Ernie. Viewpoint: Saskatchewan principals are united. Saskatchewan Bulletin 44:10:10 Jan 27'78.

This article is a response to a previous article which suggests that Saskatchewan principals need a united organization (see Sutherland. "Saskatchewan principals should unite"). The author contends that the Saskatchewan Council on Educational Administration is providing the organizational identity provincial principals need.

389. Dolnick, Samuel L. What to Do in the Event of a Strike. Topeka, Kansas: National Organization on Legal Problems of Education, 1978. 9p. Excerpt from "The School Principal and the Law". See #443. ED 172 332. Not available ERIC.

The purpose of this chapter is to encourage principals to develop a plan of action in anticipation of a teacher strike at their school. The paper briefly details case histories of strikes between 1962-73. Then it defines the critical role of the principal during and especially after a strike. Some specific suggestions to assist principals are offered: exerting strong yet benignant leadership, developing a communications network, and protecting the students. The paper concludes that the most challenging period in a principal's professional career could be the aftermath of a strike. Thus a plan of action should be developed so that the students again become the prime consideration in the educational program.

*390. Eaton, David. The principal in the teachers' association. Canadian School Executive 2:4:11-12 Oct'82.

The author reports on the work of the Ontario Secondary School Teachers' Federation (OSSTF) Task Force appointed to study the role of the principal within the Federation. The initial report of the Task Force reaffirms the principle that teachers and principals should remain together as a professional body. It also attempts to analyze potential areas of conflict.

*391. Epstein, Benjamin. More productive options are available for principals. NASSP Bulletin 64:436:71-75 May'80.

The author presents a rebuttal to a February 1980 article concerning the relationship of principals to teachers and contracts.

**392. Fletcher, Matthew R., and others. Management Procedures for Anticipated Work Stoppages. Sponsoring Agency: New York State Council of School District Administrators, Inc., Albany, 1979. 53p. Available ERIC. ED 176 422. Microfiche only.

This document is a guide for school administrators in New York State in preparation for a district strike plan. The forms provided in the appendix may be reproduced for use within the school district. Information on strike management procedures are provided for superintendents and principals, including

such topics as legal measures to take, calling on police for emergency aid, and suggested management aids like use of informants, photos of union officers, and keeping substitute teacher lists under lock and key.

*393. Ford, Paul. The principal -- contract administrator and instructional leader. NASSP Bulletin 64:433:37-43 Feb'80.

Although collective bargaining agreements can inhibit the principal's instructional role, it is still possible to be both contract administrator and instructional leader.

394. George, Thomas W. The Principal and Collective Negotiations. Topeka, Kansas: National Organization on Legal Problems of Education, 1978. 15p. Chapter 4 of "The School Principal and the Law". See #443. ED 172 331. Not available ERIC.

This chapter discusses the principal's role in collective negotiations and attempts to answer the question of whether a principal is part of management or of the labor-teacher faction. Following a brief discussion of the development of collective negotiations and the variety of items negotiable, the paper considers arguments against the participation of principals in teacher negotiating units. A review of the various state statutes that define the status of a school principal completes the chapter. Suggestions at the end are for an administrative team approach to solving problems and for the use of comprehensive agreements to bring principals into the management process.

395. Gross, Ernest. Grievance procedures: a conceptual view. Journal of Collective Negotiations in the Public Sector 9:1:59-80 1980.

This article examines the ways grievances are handled, emphasizing the role of the principal. Examples of actual grievance procedure agreements are provided.

*396. Hahn, Robert A. Whose side are you on? Remaining neutral during a teacher strike. NASSP Bulletin 65:445:57-61 May'81.

Suggestions for surviving a strike, solving common problems during the strike, and reuniting the school afterwards are offered.

397. Hanson, E.J. Administrative Allowances in Salary Schedules of Teachers in Alberta. Edmonton: Alberta Teachers' Association, 1980. 186p.

This study examines the allowances for principals and other allowances in ten Alberta school jurisdictions for the period 1974 to 1978. The ten jurisdictions were selected as being representative of the whole public school system. Using the percentage increases in allowances over the four years, the study compares these against various external tests: salaries in universities, salaries in different occupations, and other income earners in the public and private sector. A summary chapter examines each of the ten schedules of allowances in the light of all the data collected.

*398. Hébert, Simonne. Les directeurs d'école du N.-B refusent de participer à "part entière". Canadian School Executive 2:4:8 Oct. 1982.

Depuis 1979, une résolution formulée par les enseignants de Moncton demandant la réouverture des postes administratifs avait été présentée à l'assemblée annuelle de l'Association des enseignants francophones du Nouveau-Brunswick (AEFNB). La balle était lancée: documents, discussions, résistance acharnée des directeurs d'école, indifférence d'un bon nombre d'enseignants, réaction positive d'enseignants de plusieurs régions de la province, comité ad hoc, impasse; pour aboutir à l'assemblée annuelle 1982 avec des propositions, amendements, discussions. Finalement, les délégués décidèrent de déposer le dossier et d'encourager les conseils scolaires à mettre sur pied un mécanisme d'évaluation des personnes en poste de responsabilité. Les enseignants qui avaient soutenu le débat en rappelant le danger de stagnation dans les écoles, la non-mobilité du personnel enseignant, le mandat à vie que certains directeurs d'école semblent détenir, sont partis visiblement déçus, mais satisfaits quand même d'avoir contribué à faire mettre le système en question.

*399. Heller, Robert W. The principal's role in planning for a teacher strike. NASSP Bulletin 62:418:98-105 May'78.

This article lists suggestions for coping with the tensions of a teacher strike. Emphasizing the central role of the building principal, the author advocates planning for three strike stages -- prestrike, the strike period, and poststrike.

*400. Imeson, Al, and Bonnie Viney. The school principal is part of the team. Education Canada 22:3:48-50 Fall'82.

The writers maintain that principals must remain within teachers' organizations; doing so is crucial to their role in their schools.

*401. Janes, Larry, and Ned B. Lovell. A systematic labor-relations model: returning the principal to the driver's seat. NASSP Bulletin 66:451:73-78 Feb'82.

A team-management bargaining model, which gives school principals a more central role is presented. The five steps in the model include contract item analysis, negotiating team membership, contract administration, strike management, and poststrike administration.

**402. Johnson, Susan Moore. Collective Bargaining and the Principal. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, Ca., April 13-17, 1981. 34p. Available ERIC. ED 203 514.

Collective bargaining contracts with teachers' unions have reduced principals' autonomy but have still left them opportunities for effective administration of their schools. Interviews with 289 educators in six diverse school districts across the country show that contracts have limited principals' powers both from above, by centralizing labor relations at the district level, and from below, by expanding teachers' rights in areas like job security and grievances.

Many principals understand, however, that three organizational factors help them maintain much control. These include the necessary interdependence between teachers and principals; teachers' desires that are not covered by the contract, such as student discipline or public and parental support; and teachers' ambivalence toward unionism.

**403. Johnson, Susan Moore. Implementing Teacher Contracts in the Schools. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, Ca., April 13-17, 1981. 31p. Available ERIC. ED 203 515.

The effects of collective bargaining contracts on school administration and teacher-principal relations are neither as visible nor as far-reaching as has been believed. Interviews with 189 teachers and 100 administrators, conducted in 18 schools in six diverse districts in as many states, indicate that implementation of contract provisions varies according to their enforceability and their importance to teachers. Fully implemented provisions, dealing with job security, class size, and duty-free lunch periods, were both easily enforceable and highly significant to teachers. Some important teacher concerns, however, such as student discipline and adequate materials and facilities, could only be partially enforced. Finally, some provisions that were enforceable but not highly important to teachers were variably implemented. Teachers and principals either ignored, enforced, or informally renegotiated such provisions, which included teachers' use of preparation periods, supervisory duties outside class, and meeting length and frequency.

*404. Johnston, Gladys Styles, and others. A study of the relationship between the job satisfaction of principals and the perceived level of teacher militancy. Alberta Journal of Educational Research 27:4:352-65 Dec'81.

Findings of this study suggested that teacher militancy may have had little impact on the job satisfaction of principals because the teacher organizations have been more concerned with salaries and fringe benefits than with issues directly influencing school policy and decision-making.

*405. Karlitz, Howard. The new collective dilemma: tri-party negotiations in public education. Horace Mann-Lincoln Institute, Research Bulletin 18:2:6-8 Jan'78.

The article examines the potential impact of the advent of collective bargaining for building-level school administrators on the organizational structure of schools, school district decision-making patterns, and relationships among building-level administrators, teachers, and district-level administrators.

406. Karlitz, Howard. Unionization of educational administrators in the USA. International Review of Education 25:1:95-96 1979.

The author finds two major threats to school decision-making structures in the current trend toward unionization among school principals. First, it separates middle managers from top management, disrupting the traditional team approach to policymaking. Second, it requires greater specification and therefore restriction and formalization of roles.

**407. Kraig, Glen M. The Effects of Collective Bargaining on the Climate of Administration and Supervision. 1981. 20p. Available ERIC. ED 207 194. Microfiche only.

Collective bargaining has often led to alienation and hostility between teachers and administrators. This hostility has made school supervision more difficult, for instance, in curriculum change, teacher evaluation, and principal-teacher relations. Studies show that collective bargaining does not always threaten principals' supervisory functions, but the mutual distrust often engendered by collective bargaining can hamper principals' efforts at problem solving and at maintaining working relationships with both teachers and district administrators. If teachers and administrators take a team approach, however, they can reduce the potential conflict and adversarial relations in collective bargaining.

*408. Ladyman, S.R. To Be In or To Be Out of the Teachers' Association -- A Principal's Dilemma. Paper presented in partial fulfillment of the requirements for M.Ed. degree, University of B.C., 1977. 48p.

The purpose of this paper is to examine the present dichotomy of the principal's role which combines educational leadership and administrative management. Chapter One looks at the school and the principalship in terms of a social system, describes the principal's roles and explains the dilemma. Chapter Two examines the present Canadian scene focusing on legislation in each of the provinces and recent surveys of opinion on the question of principal's inclusion or exclusion from the teachers' association. Chapter Three examines the various arguments presented for and against each view. Chapter Four summarizes the paper and presents the author's point of view on the issue.

*409. Ladyman, S.R. To Be In or To Be Out of the Teachers' Association -- A Principal's Dilemma. Speech delivered to Countdown XIII, Annual Conference, British Columbia Principals' and Vice-Principals' Association, Oct 1981. 27p.

In providing a thumbnail sketch of some of the problems known to be facing administrators, the author deals with the following topics: six major dilemmas facing principals, the principal's role, two leadership styles principals are expected to perform, the Canadian scene with regard to a principal's membership in the teachers' association and an indepth look at those factors that are affected by inclusion or exclusion.

*410. Malowe, John. Why I almost joined a principal union. American School Board Journal 167:4:49-50,64 Apr'80.

A principal discusses the frustration caused by the instability of his role of middle manager -- far away from where decisions are really made and constantly subject to the whims of shifting politics. Lack of protection makes unions seem attractive.

**411. Neill, John F. The Principal's Role in Collective Bargaining. Paper presented at the Canadian School Trustees' Association Congress on Education, Toronto, Ontario, June 17-21, 1978. Available ERIC. ED 158 439. Microfiche only.

A principal's level of involvement in collective bargaining can range from being a member of the negotiating team to

merely being the recipient of the signed negotiated contract. This paper considers four possible roles for principals: (1) as a member of the negotiating team; (2) as part of a steering committee working with the negotiating team; (3) as a member of a council that is informed of but does not participate in collective bargaining matters; (4) as an advisor with only occasional input into the process. Being a member of a negotiating team gives principals the greatest opportunity to influence school district policy. Yet principals who are negotiators may experience conflicts of interest, since on some issues, their interests are those of management and, on others, those of teachers. Also, principals may suffer from the bitter feelings teachers sometimes directed at members of negotiating teams. As members of steering committees working with negotiating teams, principals stay well informed of negotiations activities but are less inclined to develop conflicts with teachers. The most common roles for principals in collective bargaining are the last two -- either receivers of periodic information about negotiations processes or advisors who are surveyed only before bargaining begins. Either condition sometimes prompts principals to consider forming their own collective bargaining units.

*412. Ontario Secondary School Teachers' Federation. Role of the Headmaster Task Force; Final Report. Toronto: OSSTF, 1982.

This task force was created: (a) to investigate thoroughly the role of the headmaster within OSSTF at all levels; (b) to study the perceptions and concerns of headmasters and teachers related to the headmasters functioning within the OSSTF structure; and (c) to recommend to OSSTF and OSSHC policies and practices which will foster better communications, understanding and cooperation between OSSHC and OSSTF. The following issues were identified for detailed discussion: (1) the representation of headmasters in OSSTF and the organizational structure; (2) strikes, work-to-rule, grievances and monetary contributions during a strike; (3) district policy and collective agreements including staffing, supervision, board policy and regulations which cause pressure and conflict on the role; (4) extra-curricular activities and voluntary programs; (5) evaluation of teachers; (6) remuneration; (7) declining enrolment.

413. Pharis, William L., and Edward P. Keller. Bucks, benefits, and bargaining: the big picture. National Elementary Principal 57:3:22-7 Mar'78.

This summary of the results of a national survey of 1,146 randomly selected school systems includes data on salaries and salary increases for school administrators (primarily principals) and teachers. A review of principals' contracts includes examples of health benefits, auto insurance, and other clauses.

414. Piazza, Charles. Suggested guidelines for the participation of high school principals in collective negotiations for teachers. Journal of Collective Negotiations in the Public Sector 9:2:185-93 1980.

Each of the guidelines pertains to a specific function of the principal in collective bargaining as the process is generally

practiced throughout the country. Included is a listing of the advantages and disadvantages of the principal's participation.

*415. Pisapia, John Ralph, and Jack D. Sells. Administrator protections in negotiated contracts. NASSP Bulletin 62:421:43-54 Nov'78.

Specific examples are presented of provisions currently found in administrator-board collective bargaining agreements that protect administrators from the adverse effects of both bilateral decisions made by boards with teachers, and unilateral decisions made by boards concerning principals.

416. Robinson, Glen E., and Lawrence E. Estep. School salaries, 1981: an NAESP/ERS research report. Principal 61:4:46-50 Mar'82.

Principal salaries are keeping pace with those of teachers and other school administrators but not with the cost of living. A table allows comparison of principal salaries in any district with those in similar districts. A profile of principals' fringe benefits is presented.

*417. Sharples, Brian. The principal's predicament. Education Canada 18:1:9-15 Spr'78.

If principals are to reestablish a dominant role in education they will have to recognize the need for collective action.

*418. Should principals be in the bargaining unit? Canadian School Executive 2:4:13 Oct'82.

The opposing positions of the Manitoba School Trustees' Association and The Manitoba Teachers' Society on the issue of principals' inclusion or exclusion from the teachers' bargaining unit are presented. The issue is discussed with principals in British Columbia where principals are included in the teacher group and Quebec where they have been excluded for some time.

*419. Smith, William. Coping with grievances: guidelines for administrators. NASSP Bulletin 65:445:80-83 May'81.

The author explains how to manage grievance adjudication rather than be managed by it.

*420. Sparkes, Wendell J. The School Administrator; His Position Vis-a-Vis the Collegial Model. Paper presented at the Provincial Annual General Meeting of the Newfoundland School Administrators' Council, Grand Falls, 1979. 12p.

This paper discusses the hierarchical model and the collegial model of school management and the advantages and disadvantages of each. He recommends that a hierarchical model with built-in guarantees for consultation be adopted as an approach to resolving conflict and getting the job done within the constraints placed on administrators.

*421. Stone, Ronald F. The principal as chief negotiator: some concerns for the supervision of teachers. Educational Leadership 35:7:577-9 Apr'78.

From his own experience, the author discusses the dilemma of the principal in smaller school districts who is forced to act as a member of or spokesperson for the management bargaining team.

*422. Styles, Gladys, and others. A study of the relationship between the job satisfaction of principals and the perceived level of teacher militancy. Alberta Journal of Educational Research 27:4:352-365 Dec'81.

Building principals are the incumbents of leadership positions in the educational organization and are vital to the success of their clients. This study assessed whether there were significant differences in the level of job satisfaction, autonomy, esteem, and self-actualization experienced by principals who perceived a high level of teacher militancy and those who perceived a low level of teacher militancy in their respective schools. In addition, the study explored whether principals perceiving either a high or a low level of teacher militancy had significant differences in their preference for a type of organization to represent their rights and interests.

*423. Sutherland, Don. Saskatchewan principals should unite. School Trustee 30:5:25 Dec'77.

The author contends that there is an urgent need for a strong and united principals' association in Saskatchewan. The number one priority of such an association should be the professional and leadership development of its members. Such a move would considerably improve the prospects of leadership development of principals and eventually result in improved quality of education in the province.

424. Sweeney, Jim, and Larry Rowedder. What principals want -- and get -- from their unions. Executive Educator 2:9:23 Sep'80.

Data indicate that principals' unions will continue to grow because principals see the bargaining table as a place to improve their lots and their professional positions. As an alternative, management teams are a sound idea but might not work in practice.

425. Williams, Richard C. The impact of collective bargaining on the principal: what do we know? Education and Urban Society 11:2:168-80 Feb'79.

Four research studies that examined the perceptions of school principals regarding the effect of collective bargaining on their work are reviewed and analyzed. Suggestions for additional studies on this topic are made.

*426. Wyman, Sharon. A new voice for Catholic secondary principals. Reporter (OECTA) 6:4:16 Jan'81.

Ontario Catholic secondary school principals have formed a committee which will speak out on social and moral issues as they affect the separate and the Catholic community.

LEGAL ISSUES

427. Anderson, Philip, and Karen Lee Wetzel. A survey of legal knowledge of high school principals on censorship issues. English Journal 71:2:34-39 Feb'82.

> The results of a survey of Rhode Island school principals concerning their awareness of their legal duties and authority in censorship cases are documented.

**428. Child Abuse and Neglect. A Legal Memorandum. Reston, Va.: National Association of Secondary School Principals, 1980. 9p. Available ERIC. ED 196 128. Microfiche only.

> This memorandum is devoted to the sometimes overlapping legal issues and subsequent recommendations for the principal in the area of child abuse and neglect. The legal issues discussed are (1) the definition of negligence; (2) civil liability implications for a person who fails to report and the liability penalty; (3) a principal's legal duty to instruct faculty members on the requirements of child abuse and neglect statutes; (4) immunity from prosecution to persons reporting child neglect or abuse in good faith; and (5) whether a report to a given social service or law enforcement agency (of a suspected case of child abuse) violates the concept of confidentiality of records.

*429. Ciminillo, Lewis M. Principal roles and school crime management. NASSP Bulletin 64:433:81-90 Feb'80.

> To cope with the increasing problem of crime in the schools, principals must be part sociologist, part security technologist, part human relations expert, and part curriculum innovator.

**430. Connors, Eugene T. An Administrator's Legal Guide to Student Control. Harrisonburg, Va.: James Madison Univ., 1978. 136p. Available ERIC. ED 170 923. Microfiche only.

> The purpose of this study was to help public school administrators, especially principals, to understand the legal and constitutional limitations of their authority in dealing with students. Control of students is discussed as five separate topics, each representing a chapter, as follows: (1) freedom of expression and First Amendment rights; (2) the constitutionality of dress and hair style codes; (3) due process and suspension and explusion; (4) the constitutionality of searches and seizures; and (5) the rights of the married or pregnant student.

*431. Doherty, Neil. Arbitration report blasts principal's demotion. Reporter (OECTA) 3:4:8 Dec'77.

> A situation in which a principal was demoted to teacher by a school board and then fully reinstated by an arbitration board is described.

432. Garant, Patrice. Le 2902-77. Obligations des commissions scolaires et nos droits de recours. Revue Information 17:6:27-31 Févr. 1978.

*433. Grundig, Leone. The principal and the law: being in control. OPSMTF News 38-39 Dec 1'82.

This author points out that there are various pieces of legislation which affect schools and that the principal should be aware of their various implications. She also cautions principals to be informed about the kinds of decisions already made in court cases involving schools. Many potential law suits can be avoided if the principal is sensitive to the value system of the community which the school serves and if every effort is made to keep the lines of communication between school and community as open as possible.

434. Heron, M.P. Principal, Teacher and the Law. Vancouver: British Columbia Principals' and Vice-Principals' Association, 1981. 12p.

*435. Interpretation helps principal win appeal. The Teacher (N.S.) 20:7:5 Dec 9'81, and Principal wins tax case. Canadian School Executive 1:6:36 Dec'81.

A Winnipeg principal appealed to the Tax Review Board to be allowed to deduct from his personal income mileage expenses incurred while transporting students or attending necessary meetings. He had not been reimbursed by his employer for any car expenses and argued that the expenses had been incurred while carrying out "actual duties and responsibilities" which were "ordinarily required". The appeal was allowed.

**436. King, Richard A. Litigation, Legislation and the Principal. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, Ca., April 8-12, 1979. 25p. Available ERIC. ED 173 968.

The role of the building principal has evolved from that of a teaching principal with primary duties as an instructional leader to that of a manager of a complex organization. Changes in the legal status of the principal during the past five years are presented here through an examination of litigation and legislation which have altered the principal's duties and responsibilities, due process rights, collective bargaining rights, and certification requirements. The paper contends that the legal status of the principalship has indeed changed and that the role of the principal will continue to alter as it is shaped by future litigation and legislation.

*437. King, Richard A. The principal and the law. Administrator's Notebook 28:2:1-4 1979.

Changes in the legal status of the building principal are presented through an examination of litigation and legislation that have altered the principal's duties, responsibilities, due process rights, collective bargaining rights, and certification requirements.

*438. McAllister, F.J. Law: negligence and teachers. Reporter (OECTA) 2:5:31 Jan'77.

Nine guidelines that principals might use to insure that they are protected from the possibility of being charged with negligence are presented.

*439. Pancer, Karen. Speakers outline legal position of principals. Saskatchewan Bulletin 45(44):4:5 Oct 19'78.

The legal position of principals when running their schools, and especially when dealing with discipline problems, was discussed at a meeting of the Saskathewan High School Principals' Group.

440. Robert, Gill. La protection légale du principal passe par des chemins tortueux. Revue Information 18:4:10-12 Dec'78.

441. Schwartz, Allan D. Equality of Educational Opportunity. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 10p. Chapter 12 of "The School Principal and the Law". See #443. ED 172 339. Not available ERIC.

This chapter discusses the issue of discrimination as a principal may be charged with it in the performance of his or her day-to-day duties. A principal's recommendations for teacher employment, dismissal, or disciplinary action are fraught with possible claims of discrimination, the paper notes. In dealing with students, too, a principal's decisions with respect to discipline and students' participation in regular or extra-curricular activities are potential sources of claims based on discrimination. This chapter surveys court cases that have challenged school districts' employment practices and reviews pupil discrimination cases concerned with issues other than race.

442. Stern, Ralph D. The Principal and Tort Liability. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 16p. Chapter 10 of "The School Principal and the Law". See #443. ED 172 337. Not available ERIC.

The emphasis of this chapter is on the tort liability of principals, especially their commission of unintentional torts or torts resulting from negligent conduct. A tort is defined as a wrongful act, not including a breach of contract or trust, which results in injury to another's person, property, or reputation and for which the injured party is entitled to compensation. The paper states that recent trends are redefining and often abolishing the historical concept of a school district's sovereign immunity. Several court cases which raise the question of whether a principal acted in negligence or in good faith in performance of duties are reviewed. Brief discussions follow concerning the liability connected with school safety patrols and liability involving defamation of character, whether in the form of libel or slander. Completing the chapter is a discussion of liability for deprivation of a student's constitutional rights. The paper concludes that the Anglo-American legal system functions fairly, and the principal who does his or her job conscientiously usually fares very well.

443. Stern, Ralph D. (ed.). The School Principal and the Law. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 252p. ED 172 327. Not available ERIC.

This book is a collection of twelve papers concerning the role of the public school principal and the legal decisions he or

she is forced to make on the job. The twelve contributors are nationally recognized experts in the field of school law and school administration. Topics covered include legal aspects of a principal's employment; authority over personnel; teacher employment, evaluation, and dismissal; collective negotiations; strikes; substantive and procedural issues of student discipline; student crimes; access to student records; tort liability; managing a school's fiscal resources; and ensuring equality of educational opportunity.

444. Strahan, Richard D. Managing a School's Fiscal and Physical Resources. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 13p. Chapter 11 of "The School Principal and the Law". See #443. ED 172 338. Not available ERIC.

This chapter surveys a principal's risks and responsibilities in relation to managing school income from the following: co-curricular activities, expenditures for various equipment needs, property inventories, contracts issued for commemorative school items, custodianship of school textbooks, proceeds from merchandising certain items in school buildings, safeguarding office and audiovisual equipment, funds generated by sale of workbooks and other school supplies, and proceeds from admissions to various athletic and social activities. Each of the foregoing, involving the legal responsibility of the principal, are examined in light of the statutory and case law guidelines that are necessary to good building and program management. The paper concludes that many principals report that a majority of their time is spent managing school operations. How efficiently they handle operational problems will be reported on their annual evaluation.

445. Wetterer, Charles M. Emergency Situations Involving Alleged Student Crime. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 25p. Chapter 8 of "The School Principal and the Law". See #443. ED 172 335. Not available ERIC.

This chapter discusses legal ramifications of administrative decisions in schools involving bombs and bomb threats, false fire alarms, searches and seizure, and police investigations in the schools. In the case of bomb threats, the principal and not the police must take the legal responsibility for making the decision of whether or not to evacuate a building and for how long. In the case of false fire alarms, the paper suggests some steps a principal can take to minimize the problem and discourage the abuse. Recent court decisions involving searches of a student's person and locker are also reviewed in depth. Finally, a discussion of the principal's role when police are involved in investigating a student crime points up the importance of protecting students' rights. The paper concludes that a principal should anticipate any legal, physical, and social problems in advance of an emergency by preparing school policy procedures. Thus the principal and his or her staff will be protected against charges of negligence and the rights of each student will be safeguarded.

PRE-SERVICE AND IN-SERVICE EDUCATION

**446. Administrative Intern Program, Richland County School District One. First Year Report, 1980-81. Columbia, S.C.: South Carolina University, Columbia School of Education. 1982. 141p. Available ERIC. ED 217 520.

The program described in this report trained 10 aspiring principals by combining in-school experience as administrators-in-training with enrolment in four university courses leading to administrative certification.

445. Aidala, Gregory. A first step for administrative experience: the internship. Catalyst for Change 11:2:9-12 Wtr'82.

Factors contributing to a successful internship experience for aspiring principals are listed, including clearly stated program objectives, a good relationship between the intern and the building administrator, regular meetings of the intern and all administrative staff, and adequate preparation of the intern before assuming the position.

**448. Azumi, Jann, and others. Newark Teacher Center Principals' Survey. Analysis and Report. Newark, N.J.: Newark Board of Education, 1982. 13p. Available ERIC. ED 214 870.

A survey of 65 principals in the Newark (New Jersey) school system elicited their perceptions of the effectiveness of the Newark Teacher Center, in terms of its value to the principals themselves as well as to the teachers.

449. Barth, Roland S. The principal as staff developer. Journal of Education 163:2:144-62 Spr'81.

This article examines the role of the school principal in promoting the professional development of teachers under conditions of mutual visibility while fulfilling regular school responsibilities. The need for the professional development of principals so they can become more effective adult educators is also stressed.

450. Barth, Roland S. A principals' center. Journal of Staff Development 2:1:53-69 May'81.

Of all the educators and administrators who affect the success and quality of a school, school principals are the most important. Modeled after teacher centers, the primary purpose of the principals' center would be to stimulate professional growth and effective administrative practices.

*451. Beale, Andrew V., and William A. Bost. Improving communication skills of administrators. NASSP Bulletin 63:426:31-39 Apr'79.

Results of a workshop for assistant principals demonstrate that communication skills can be enhanced through active participation in a relatively short-term training program.

**452. Beckner, Weldon. Better Inservice Education for Principals of Smaller Schools. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Houston, Texas, February 2-6, 1979. 22p. Available ERIC. ED 172 428.

Research into the needs of small school administrators and effective ways to help meet those needs through in-service education projects was conducted over a period of two years by means of a needs assessment and two small scale workshops. The purpose of the workshops was to try out a basic format and some techniques perceived to be potentially more beneficial to the participants than the typical convention or meeting.

*453. Beckner, Weldon, and Jeannine Foster. In-service education for principals of small schools. NASSP Bulletin 64:438:40-42 Oct'80.

A study in which 281 principals in Texas schools of fewer than 500 students were queried about their preferences for type, location, and duration of in-service training is described.

**454. Beckner, Weldon, and Jeannine Foster. In-service Education for Principals of Smaller Schools: What Research Says. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Anaheim, Ca., February 10-15, 1978. 19p. Available ERIC. ED 150 751.

The purpose of the study was: to survey small school administrators' interest in leadership training through in-service education; to explore the areas of such interest; and to determine the preferences for type, location, and duration of such training. A 71-item questionnaire dealt with three major categories of administrator competence -- curriculum and instruction, personnel, and operations. Demographic data collected included the administrator's title, level of administration, rural-urban setting of the school district, major type of economic support in the community, and the community ethnic breakdown.

**455. Berry, Charles A. Inservice Education Programs; Current and Predicted as Viewed by Selected Principals and Superintendents. Grambling State Univ., La., 1978. 18p. Available ERIC. ED 164 444.

Two sets of administrators (principals and superintendents) were asked if selected in-service education programs were being implemented currently in the respondents' schools and school systems and, secondly, what their perceptions were of the need for selected in-service education programs in the next five years. Responses of the principals showed a greater frequency for those programs mandated by law as well as some

of those which represented the concerns of the public. Both principals and superintendents anticipated a need to continue the current programs and placed low priority on programs that would focus on greater personal-social-career development of pupils.

*456. Costa, Arthur L. Rural in-service like shopping in a general store. Thrust for Educational Leadership 8:4:14-15 Mar'79.

Several models for administrator development suitable to small rural school districts, including one cooperative external degree plan, are discussed.

457. Damon, Parker. Inservice blues. National Elementary Principal 57:3:45-51 Mar'78.

Pre-service and graduate programs in educational administration fail to fill the situation-specific needs of principals, according to the author. What is needed is a variety of in-service programs, tailored for (and by) principals, that address both specific concerns and broader philosophic issues.

*458. Donaldson, Gordon A., Jr. Rx for school leadership: the Maine principals' academy. Phi Delta Kappan 63:6:400-01 Feb'82.

A two-week summer institute in Maine for practicing principals, sponsored jointly by two principals' associations, the University of Maine, and the state department of education is described.

*459. Drummond, William H., and Gordon D. Lawrence. A letter to Harry on site specific inservice education. Theory into Practice 17:3:272-78 Je'78.

A college professor examines the problems of site specific in-service education. Three major points are made -- in-service education is more complex than critics realize, political decisions become confused with professional decisions, and the principal of the school is the key figure in in-service education.

**460. Duane, Edward A., and William M. Bridgeland. The Problem of School People as Political Actors: Some Recommendations. Paper presented at the Annual Meeting of the Midwest Educational Research Association, Toledo, Ohio, October 17, 1980. 13p. Available ERIC. ED 199 823.

Current research by the authors investigates whether principals are "bureaucratic organization men" or "negotiator statesmen". Preliminary findings indicate that community conflict and principal alienation are positively correlated, bureaucrats outnumber negotiators, and principals are more affected by internal than external political turbulence. The authors maintain that principal training is lacking in courses on educational processes. In response, educational administration departments need to take a more multi-disciplinary social science approach, including theories of social organization and political process and group dynamics analysis.

*461. Edmond, Paul. L'ENAP et le perfectionnement des administrateurs scolaires. Canadian School Executive 2:6:13-14 Déc. 1982.

L'École nationale d'administration publique (ENAP) a été fondée par le gouvernement du Québec en 1969, comme constituante de l'Université du Québec. Le développement des services de perfectionnement offerts par l'École nationale d'administration publique aux administrateurs scolaires du Québec peut être envisagé en trois époques intimement liées et influencées par le contexte économico-socio-politique correspondant: les débuts, l'expansion, et la consolidation. Le programme intégré de perfectionnement en gestion destiné aux administrateurs scolaires vise essentiellement le développement d'une plus grande efficacité et d'une efficience accrue dans l'exercice de leurs fonctions.

462. Ekholm, Mats, and Eskil Stego. Training headmasters in Sweden. Educational Administration 7:1:44-61 Wtr'78.

This article describes the compulsory program of in-service education for school leaders in Sweden and analyzes the nature of developmental processes and how they can be applied to schools and to the role of the headmaster.

463. Farquhar, Robin H. Can the university train school principals? OCLEA 10:13-17 Je'77.

**464. Garberina, Margaret Ramsey. Rites of Passage: Role Socialization Among Novice Principals. Paper presented at the Annual Meeting of the American Anthropological Association, Washington, D.C., December 1980. 28p. Available ERIC. ED 208 459.

The principals in the large Northeastern school district studied gained their knowledge of the job from three sources -- observations of principals while they were in other positions, conversations about the role with a principal while they were in another role, and informal transmittal of experiences from other principals once they were on the job. Despite in-service training by districts and professional organizations, the principals felt that they must learn their jobs while performing them. While in-service programs train principals for their behavior as part of the district bureaucracy, many important areas such as how to properly use their time and how to handle stressful problems are not covered.

**465. Geering, Adrian D. An In-service Plan for School Principals in a School District in Minnesota, U.S.A. 1980. 123p. Available ERIC. ED 201 035.

The study focuses particularly on identification of the competencies and skills of the principals requiring in-service education, identification of the kinds of in-service education preferred by the principals, means of devising a program to cater to the needs identified, and the evaluation process. Extensive appendices include materials used at all stages of the in-service program.

*466. Gilbert, V.K., and others. Perceptions of Educational Leadership; A Study of the Needs and Training Opportunities for Educational Leadership in Ontario. Toronto: Ontario Ministry of Education, 1977. 253p.

The purpose of this study was to identify strengths as well as redundancies or anachronisms in current pre- and in-service administrator training, and to recommend to responsible agencies new programs to meet identified needs.

*467. Goldstein, Joseph. A case study of an in-service training program for Israeli principals. Planning and Changing 11:1:17-21 Spr'80.

The author describes an in-service education program designed to help principals translate the general aims of new curricula and innovation into specific objectives that can be implemented and whose implementation can be evaluated.

468. Grandbois, Florent. Le programme intégré de perfectionnement en gestion pour les directions d'école. Information 21:1:4-7 Oct. 1981.

469. Grand'maison, Yvon. Le projet éducatif et les principaux. Une possibilité de perfectionnement. Revue Information 18:2:20-21 1978.

470. Griffin-Beale, Christopher. Putting heads together. Times Educational Supplement (London) 3285:16-17 Je 23'78.

How do you help headteachers/principals keep in touch with educational practice in schools other than their own? An unusual in-service course for primary administrators is described.

471. Hambrick, Bill M., and others. What's going on around here? Twelve principals talk about preservice, inservice, and other woes. National Elementary Principal 57:3:9-19 Mar'78.

The views of 12 principals from elementary schools across the country are contained in this collection dealing with in-service and pre-service training problems for principals.

472. Haskins, Kenneth W. The care and rehabilitation of preservice programs. National Elementary Principal 57:3:37-44 Mar'78.

The author critiques university administrator education programs from the perspective of principal selection and preparation. He concludes that pre-service education for principals is inadequate, given the importance assigned to the principalship. Suggestions for improving university programs are included.

*473. Huddle, Eugene W. A Maryland program for the professional development of school principals. Phi Delta Kappan 63:6:402 Feb'82.

The author describes the Maryland State Department of Education's volunteer training program for principals and other instructional leaders in supervision and evaluation of instruction.

*474. Ici et ailleurs -- un programme suédois de perfectionnement des directeurs d'école. Education Québec 11:5:33 Mars 1981.

L'école suédoise est encore marquée par une tradition centralisée, hiérarchique, autoritaire où le directeur d'école prend seul les décisions. Mais il y a une évolution sensible qui correspond au vaste et profond mouvement de décentralisation et de participation qui mobilise la société suédoise tout entière. Le projet "plus" marque un pas vers cette décentralisation.

*475. Isherwood, Geoffrey B., and Jean Davis Beneteau. In Quebec they believe in R & R: renewal and revitalization. Canadian School Executive 2:6:15 Dec'82.

Professional development for school administrators in Quebec is funded, developed and organized through the Ministry of Education. The system, which is designed to remain dynamic and relevant to day-to-day needs, is described.

*476. Kielty, G.C. Leadership seminars in N.B. Canadian School Executive 2:6:16 Dec'82.

This article discusses the annual series of leadership development seminars for school administrators sponsored by the Professional Development Board of New Brunswick.

*477. Koch, Mary Batchelder. Management training and development for educators -- some policy issues. NASSP Bulletin 66:451:109-11 Feb'82.

Leadership development programs that look only at the individuals leading the schools and that fail to help school managers restructure functions and establish support mechanisms will waste resources and change schools very little.

**478. LaPlant, James. Improving School Practices Through Principals' Inservice. Paper presented at the Systematic Planning for School Improvement, Ohio Department of Education, Division of Inservice Education Renewal Conference, May 5-6, 1981. 8p. Available ERIC. ED 208 518.

The Institute for Development of Educational Activities' Principal Inservice Program aims to help principals become more competent. The two-year program uses facilitators who work with groups of six to ten principals so that each can achieve four goals: (1) to carry out a project in personal professional development; (2) to implement a school improvement project in their schools that includes staff involvement; (3) to assist and encourage other group members in their two personal and school projects; and (4) to commit themselves to continuous personal improvement in their profession.

**479. LaPlant, James. Inservice Education for Principals. (The State of the Art). 1979. 19p. Available ERIC. ED 186 994.

Published descriptions of in-service education for elementary and secondary administrators focus on what is being done, by whom it is being done, and the intent or goals of the programs. Program effectiveness, or the lack thereof, is seldom reported. Studies of in-service programs reveal agreement on program weaknesses but little consensus on the details of alternative processes or on desirable goals. Few in-service programs feature improvement of administrator effectiveness through examination of individual performance and adoption of programs incorporating ongoing development. Typical in-service experiences involve attendance at unrelated, topic-oriented conferences and workshops. Current in-service programs tend to be either informal projects of individual administrators or specialized short-term programs sponsored by, and meeting the needs of, universities, large urban school districts, state or federal categorical programs, professional associations, or private organizations. The topics covered generally focus on management skills or contemporary issues without addressing the larger question of how the principal can be instrumental in school improvement.

**480. LaPlant, James. Principals Inservice Program. Dayton, Ohio: Institute for Development of Educational Activities, 1979. 23p. Available ERIC. ED 186 993.

The Principals Inservice Program is designed to provide a continuous process of professional development. This approach is in contrast to the typical in-service program which consists of a smattering of unrelated activities that promote an awareness that is never put to practical use. The Principals Inservice Program has three phases. First, professional development is oriented around identification and pursuit of personal goals. A collegial support group helps the principal in this effort. Second, the leadership abilities developed in the first phase are applied to a practical improvement project in the principal's own school. Finally, the principal's experience is assessed and preparations are made to begin again with the first phase.

481. Larouche, Jacques. Situation carentielle du perfectionnement des directeurs d'école. Revue Information 18:4:20-21 Déc. 1978.

482. Leatherbarrow, B.J. Primary school management: an in-service course. British Journal of Inservice Education 7:3:176-78 Sum'81.

**483. Licata, Joseph W., and Elmer C. Ellis. Field Manual, Project ROME-FOCUS. Valdosta, Ga.: Valdosta State Coll., 1978. 112p. Available ERIC. ED 176 409.

The program described in this manual is Project ROME-FOCUS -- a field-oriented, competency-based instructional program for school administrators pursuing the sixth-year degree at Valdosta State College, Georgia. It is designed to help principals work more effectively with teachers in solving school problems. The manual is intended for use by both the instructor assigned to train a group of school administrators participating in the program and for the administrators themselves.

484. LoPresti, Peter L. Building a better principal. Principal 61:4:32-34 Mar'82.

The author presents competencies the school site administrator must have in order to foster the appropriate learning environment and suggests an integrated system of pre-service and in-service training to foster these competencies.

**485. Lowery, Robert E. School Management: Principals Assisting Principals. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Miami Beach, Fl., January 11-15, 1980. 8p. Available ERIC. ED 181 593.

The idea of a continuing association of principals assisting principals brought about the formation of the Learning Environments Consortium, discussed in this paper. The principals involved in this association, the paper notes, are committed to developing student-centered programs. They work together in such activities as school site visits, common summer workshops, and the sharing of ideas and educational materials. Four priorities of the consortium are listed and discussed in detail: (1) to use learning guides to develop a continuous program; (2) to use a teacher-advisor to monitor academic programs; (3) to give principals in-service training in instructional leadership; and (4) to improve communications in the school and the community.

*486. Lusthaus, Charles S. Administrative training in Canada. Canadian School Executive 2:6:1-7 Dec'82.

The author discusses the present state of pre-service, in-service and ongoing in-service training for administrators in Canada. He then develops four critical issues: (1) What content should be included in formal programs in educational administration? (2) Can formal educational administration programs adequately serve a heterogeneous group of clients? (3) Who should control the non-formal in-service educational delivery system? and (4) What are the results of administrative training programs?

*487. Manera, Elizabeth S., and Ardeth P. Cropper. Back to the classroom: an invitation to professional renewal. NASSP Bulletin 64:433:20-24 Feb'80.

A principal and a university professor maintain that their year's experience team teaching a high school class was an excellent means of professional renewal.

488. Mangers, Dennis. Need for administrator training voiced by legislative task force. Thrust for Educational Leadership 8:4:4-8 Mar'79.

This article summarizes the 1978 report to the California State Legislature by the Task Force for the Improvement of Pre- and In-service Training for Public School Administrators. It identifies skills needed by principals and makes recommendations on administrator training, credentialing, selection, professional development, support systems, and evaluation.

*489. McIntyre, Kenneth. Training programs for principals. Theory into Practice 18:1:28-32 Feb'79.

Changes in trainee selection, administrator education program structure, and the full use of in-service school personnel and professorial staff could lead to significant and much-needed improvement in the quality of American school principals.

*490. Musella, Donald. Training for promotion. Canadian Scho l Executive 2:6:10-12 Dec'82.

The author interviews an administrator involved in the comprehensive training program made available to aspiring administrators by the Peel Board of Education.

*491. Newberry, Allan J.H. How well are we preparing principals. Canadian School Executive 2:2:8-9 Je'82.

The author conducted a study in 1981 to examine a number of questions relating to the preparation of principals who were in their first assignment as a principal in September 1980. This article presents a summary of the findings of this study.

*492. Olivero, James L. Principals and their inservice needs. Educational Leadership 39:5:340-44 Feb'82.

This article makes a case for more developmental activities for principals, lists characteristics of ideal programs, identifies important competencies for which principals have indicated training needs, and reviews ways to overcome problems involved.

*493. Olivero, James L., and Lew Armistead. Schools and their leaders -- some realities about principals and their inservice needs. NASSP Bulletin 65:447:103-10 Oct'81.

School principals need more in-service training. This article outlines reasons and methods for developing an effective principal development program.

494. Parker, James L. The Future In-service Training Needs of the Elementary School Principals in Prince Edward Island. M.Ed. thesis, Acadia University, 1976. 140p.

The delphi technique was used to forecast the future skills and knowledge needed by the elementary school principals in Prince Edward Island. Three questionnaires were sent to these principals in five school units of the Island. The principals of the future will need skills and knowledge which will enable them to promote the professional growth of their teachers. These include skills in communication, supervision of instruction, establishing in-service programs, and helping teachers develop as professionals. The principal must also be knowledgeable in the concepts and techniques used in human relations in order to maximize their interpersonal relationships with staff.

495. Pellicer, Leonard O., and Connie Buford. Nurture budding principals. Executive Educator 4:9:28-29 Sept'82.

A South Carolina school district along with the University of South Carolina established a program of full-time internships to develop potential new principals. The program includes on-the-job training with practicing principals, university courses, seminars, special retreats, individual improvement plans, and professional development seminars.

**496. Pellicer, Leonard O., and others. The Evolution and Training of School Principals. Columbia, S.C.: South Carolina University, Columbia, School of Education, 1981. 49p. Available ERIC. ED 218 707.

Beginning with an historical description of the development of the principalship, this monograph gives a comprehensive analysis of both current and evolving training programs for principals. Given particular attention are field-based training programs and administrative internships, particularly the National Association of Secondary School Principals' Internship Project. The final section of the monograph discusses future trends in principal training programs.

497. Le perfectionnement et les principaux. Résultats du sondage. Revue Information 18:2:26-29 1978.

*498. Pilling, Natalka. From teacher to administrator -- an outmoded concept. Challenge in Educational Administration 18:2:6-8 1979.

The position taken in this paper is that the traditional concept of a principal as a master teacher is no longer relevant to the educational setting and, thus, school administration should be regarded as a separate career rather than as one which develops out of a teaching career. The increasing sophistication and specialization of educational processes necessitate a parallel sophistication and specialization in the processes of school administration. To meet these needs, training for school administrators should be established as a separate entity.

**499. Pressure Pot Communications. Development of Skills to Handle. Professional Development Program. Burlingame: Association of California School Administrators, 1980. 52p. Available ERIC. ED 182 825. Microfiche only.

A collection of learning materials is assembled for participants at a professional development program. Aimed at administrators, the program goals are to improve interpersonal relationships by developing communication skills. Among the items included are: a questionnaire to help participants analyze their present management style; checklists concerning employee communications and principals' community relations; a form to analyze how participants communicate with others in face-to-face situations; an exercise in selecting teacher performance evaluation criteria; and a typology of organizational styles.

*500. The principalship in the Northwest Territories; identifying competencies for professional development. Communicate 4:1:8 Aug'79.

This article provides a summary of a study conducted in the Northwest Territories and Northland School Division, Alberta, in 1978-79. The investigation, commissioned by the Department of Education, NWT, sought the opinions and perceptions of principals, supervisors and teachers of the importance and present levels of competence of principals. The purpose was to provide information to assist in the design of professional development (in-service) programs for principals in the Northwest Territories.

**501. Reinhard, Diane L., and others. Great Expectations: The Principal's Role and Inservice Needs In Supporting Change Projects. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 20p. Available ERIC. ED 189 724. Microfiche only.

This paper describes a study conducted to identify principals' behaviors that supported or hindered externally funded change projects in their schools. The study also attempted to discover conceptions of needs, problems, and opportunities for in-service training for principals who manage such projects. Results showed that some involvement by the principal is essential in school change projects. Such involvement signals to others that the project is viewed as an important part of the school's program. The paper suggests that staff development efforts should be responsive to local conditions and individualized to a specific principal's abilities. In addition, the principal should be treated as a colleague who is capable of describing his or her in-service needs, and the trainer should provide experiences that respond to those stated needs.

*502. Relic, Peter D., and Patrick J. Griffin. Clearing the air on school administrator training. American Education 15:4:6-10 May'79.

Data collected regarding school administrator training needs indicated that expanded or improved training is needed and that ideas on how to provide this training without extensive new resources must be shared. Several plans and policy options are described and discussed.

**503. Rosenblum, Sheila, and others. The Role of the Principal in Change. The Teacher Corps Example. A Training Manual. Cambridge, Mass.: Abt Associates, Inc., 1980. 74p. Available ERIC. ED 197 502.

The purpose of this manual is to outline a case approach to administrator training based on a study (presented in a companion volume -- see no. 290) of four Teacher Corps projects and the role of principals in those projects. It begins with a discussion of the usefulness of a "case vignette" approach to training and then presents 21 case vignettes illustrating important issues emerging from the case studies. The manual also presents a discussion of guidelines, training and a selection of suggested resources to which trainers, project staff, or principals themselves might turn for materials that can be used in training sessions.

**504. Seagren, Alan T., and Adrian D. Geering. A Process to Determine Professional Development Needs of Principals in a School District. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration, Norfolk, Va., August 10-15, 1980. 33p. Available ERIC. ED 197 485.

This paper describes a process for determining professional development needs of principals as a basis for designing in-service programs. The study took place in Independent School District 196, one of the largest districts in Minnesota. A questionnaire and the Nominal Group Technique (NFT), a structured group meeting that follows a prescribed sequence of problem-solving steps, were used in determining in-service needs of principals.

505. Shimanoff, Perry S. Custodial management training for school principals. American School and University 52:5:9-10 Jan'80.

Principals can be trained to supervise maintenance personnel. An in-service custodial management training program designed for principals is outlined.

*506. Somerville, Joseph C. Ongoing inservice for principals: a practical approach and challenge. Planning and Changing 13:1:59-64 Spr'82.

The organization and delivery of a program for approximately nine principals based on participants' own needs and the use of practitioners themselves as prime resources is described.

507. Soubry, G. France: the training of headmasters. Educational Administration 7:1:16-32 Wtr'78.

508. Stanton, Michael. Issues in the professional development of secondary school principals. Journal of Educational Administration 18:2:213-23 Oct'80.

Suggested areas to be included in administrative training are: administrative evaluation, implications of the changing nature of secondary education, ways in which schools and their structures can influence pupils' social development, and organizational theory.

*509. Stapleton, John. What to do until the promotion comes. Orbit 11:2:12-13 Apr'80.

The author addresses his remarks to aspiring principals. He offers suggestions on various kinds of activities which may serve as useful training exercises for hopeful administrative candidates.

*510. Stego, N.E. Training school leaders in Sweden: a contribution to a symposium at the area-conference in San Francisco, USA, 1979. Planning and Changing 11:1:22-27 Spr'80.

The components (course periods, home periods, and practical society-oriented experiences) that make up the compulsory in-service educational program designed to improve the effectiveness of all Swedish educational administrators are described.

**511. Stern, A. Kenneth. Instruction Ranked Highest by Most Rural Elementary Principals. 1979. 7p. Available ERIC. ED 171 496.

In a number of respects, principals of rural schools encounter problems different from their counterparts in urban schools. As a preliminary step to providing in-service activities and programs for elementary school principals in rural school districts in Western Oklahoma, the needs of principals are identified and divided into categories of curriculum, instruction, communication, faculty and staff management, and student management. A Needs Assessment of Elementary Principals questionnaire was developed and administered to 269 principals. Results from 133 usable rank order responses indicate that full-time and half-time principals perceive their greatest need to be instruction related and principals who also teach full-time rank faculty and staff management as their greatest need from in-service programs.

*512. Storey, Vernon J. Work-Related Learning Efforts of School Principals: An Exploratory Study. Paper presented at the Canadian Society for the Study of Education Conference, 1980. 223p.

This paper reports on a study which identified some learning interests which were widely reported among the principals in ten mid-sized British Columbia school districts. Findings showed that learning interests of major importance to principals included the development and evaluation of the instructional program, the provision of educational services to pupils with special needs and the supervision of teachers. Priority attention was generally given to topics directly relevant to the work of the principal within the individual school. The study also generated information about the learning activities of these principals. Here the findings showed that principals tended to make frequent use of learning activities which were consultative in nature. Infrequent use was made of workshop or short course activities but respondents expressed a desire to use these formal learning activities more often. The study provided a partial base for local research and planning in the districts studied. Implications for further research are presented.

*513. Sweeney, Fred. Training for principals. Reporter (OECTA) 7:4:18 Jan'82.

The Ontario Teachers' Federation presents recommendations to an Ontario Ministry of Education project studying the process of training and certification of principals and supervisory officers of Ontario school systems.

514. Sweeney, Jim, and others. Principal internships -- a look at the facts. Education 102:2:151-53 Wtr'81.

Results of a study examining the effectiveness of 57 NASSP Internship Project participants in effecting change in schools and a comparison made with secondary schools administered by 62 non-intern colleagues of similar background and training do not substantiate the claim that the program produced more effective change agents. Findings and implications are discussed.

*515. Sweeney, James. Training educational leaders as change agents: the effect of the internship. Educational Technology 20:6:42-45 Je'80.

This study assesses the effectiveness of the National Association of Secondary School Principals' Administration Intern Project, which is designed to produce change agents in the schools. A two-part questionnaire is described and research results are reported.

516. The Training and Education of Principals in British Columbia. Vancouver: B.C. Principals' and Vice-Principals' Association, 1979. n.p.

*517. Viehbeck, Barbara. Résumé of "The Study of the Principalship in the Lakehead District Catholic School Board". Corridor 7:2:5-9 Feb'78.

This study was a professional development project planned by principals for principals. The lack of definition, guidelines and common understanding regarding the role of the principal in this system, along with conflicting expectations of the principal emerging from various sources, indicated a need to determine realistically the direction in which the principalship should develop. Also evident was the need for principals to identify and develop skills and competencies and to determine a form of evaluation of the principalship and principal performance. These goals were achieved through a series of lectures, workshops, discussion groups, work sessions, seminars, readings and assignments.

518. Watson, Glenn A. The Development, Implementation and Evaluation of an In-service Training Program in Program Evaluation for Elementary School Principals. Ed.D. thesis, University of Toronto, 1977.

519. Wofford, Joan W. Toughing it out through inservice. National Elementary Principal 57:3:52-5 Mar'78.

To be fully responsive to principals' needs in the current period of decline and retrenchment, in-service education should provide school leaders the opportunity to confront and alter obsolete assumptions about effective leadership.

*520. Wyant, Spencer H., and others. Of Principals and Projects. Reston, Va.: Association of Teacher Educators, 1980. 239p.

The impetus for this book was the authors' desire to discover and communicate to others more effective ways of providing in-service education to administrators to help them with the critical tasks in their schools with particular reference to externally funded change projects. A thorough examination of the literature and the authors' own previous experience convinced them that there did not exist trustworthy descriptions of what principals actually do, or fail to do, that affects the fate of externally funded projects. In response to this need, they conducted a number of case studies to gather the empirical evidence they felt was needed as a basis for useful and appropriate recommendations about the design and delivery of such in-service programs.

521. Zigarmi, Drea. Leadership and school climate. A data-based approach to administrative training. Journal of Staff Development 2:1:93-115 May'81.

A staff development program for administrators focuses on three areas, each having its own workshop: (1) leadership styles; (2) organizational climate; and (3) analyzing feedback from the evaluations.

SCHOOL AND COMMUNITY RELATIONS

**522. Armistead, Lew. Building Confidence in Education. A Practical Approach for Principals. Reston, Va.: National Association of Secondary School Principals, 1982. 55p. Available ERIC. ED 213 129. Microfiche only.

With a little planning and some occasional help, educators can develop a public relations program that will build a positive image for their schools and education in general. This monograph provides some public relations ideas and discusses theories about communication. Some practical, low-cost ideas are presented for building a positive image by using both mass and interpersonal communication techniques. Guidelines are offered for working with newspaper and television reporters.

*523. Clark, Knute. Building understanding through school community relations. Thrust for Educational Leadership 7:2:27-8 Nov'77.

One of the most difficult school-community relations problems relates to the principal's involvement with the teachers and parents of the area. Poor communication and limited time are chief contributors to the problem and improvement requires a firm plan of operation. Here are eight ideas that can be utilized in developing a program of effective community relations.

524. Crabtree, June E. The year I was "absorbed". Principal 62:1:46-47 Sept'82.

A principal whose school was closed draws from her experience ten ways to make the school closing experience more successful.

**525. Cusick, Philip A., and Wayne L. Peters. The Role of the Secondary Principal in Small Towns. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, March 27-31, 1978. 24p. Available ERIC. ED 151 928.

The purpose of this study was to describe and conceptualize the view small-town secondary principals have of their role. The authors conclude that there are two major norms that constitute the principal's role in those towns: the principal should embody the ethic of a totally responsible public servant, and the principal should monitor the diverse elements of the school to ensure community acceptability and organizational stability.

**526. Decker, Virginia A. (ed.). Principals and Community Education. Role Guide Series #4. Charlottesville Virginia Univ., Mid-Atlantic Center for Community Education, 1979. 17p. Available ERIC. ED 173 955.

This booklet focuses on community education as seen by principals of schools. Topics considered include the responsibilities of principals, problems and benefits derived from community education, as well as development and implementation of community education programs.

*527. DeLellis, Anthony J. A principal's guide to working with the community. NASSP Bulletin 63:426:53-59 Apr'79.

Basic recommendations for the principal attempting to establish productive community relationships are presented.

*528. Dickie, Laurence. A conceptual framework for developing a persuasion policy model. NASSP Bulletin 63:426:18-25 Apr'79.

The various dimensions of persuasion are reviewed.

**529. Druian, Janice, and Susan Sayers. Building PACs: A Guide for Title I Principals. Portland, Oreg.: Northwest Regional Educational Lab., 1978. 111p. Available ERIC. ED 204 419.

This in-service program for principals was designed to assist the development and maintenance of effective Parent Advisory Councils (PACs). The manual introduces the concept of the principal as a facilitator, deals with publicity and recruitment of PAC members, discusses increasing the involvement of parents in school visitations and monitoring programs, explains the steps involved in planning and conducting needs assessments and covers planning future programs and PAC involvement in budgeting.

**530. Eastabrook, Glenn, and Michael Fullan. School and Community: Principals and Community Schools in Ontario. Toronto: Ontario Dept. of Education, 1978. 384p. Available ERIC. ED 153 328.

This report provides a description and analysis of various aspects of the relationship between schools and communities in Ontario, Canada. A survey of 1,023 Ontario elementary and secondary school principals yielded data that provided a general description of the overall role of the principal and that indicated the nature of community involvement and the principal's role in the initiation and maintenance of school-community activities.

*531. Franklin, Herbert, and Ralph B. Kimbrough. Leadership practices needed in personalized PR program. NASSP Bulletin 63:429:106-11 Oct'79.

This article outlines a program to help restore public confidence in the schools that starts with community leadership. Suggestions are made for principals to initiate and implement the program.

*532. Gorton, Richard. What do principals think of news media coverage? NASSP Bulletin 63:431:116-18 Dec'79.

A study of secondary school principals revealed that few were neutral in their view of the impact of the news media on their schools. The sample who perceived it as a negative influence was sizable enough to indicate a serious problem.

*533. Harty, Colm. Helping the principal handle the public. Reporter (OECTA) 7:2:27 Nov'81.

Teacher organizations could assist principals by more aggressively promoting the excellence of our public education systems at the local level. Improving the image of the teaching profession held by the public should be a priority for teacher organization locals. The negative work environment sometimes caused by lack of public support contributes considerably to administrator stress.

*534. Henry, William E. Working with the media. NASSP Bulletin 63:423:10-16 Jan'79.

The school administrator need not have an adversary relationship with the local press. Some myths about reporters are dispelled and some tips on establishing good media relations are provided.

**535. Hickey, Howard, and others. Mainlining Community Education: An Inservice Training Program for Elementary School Principals, 1977-78. East Lansing, Michigan State Univ., Coll. of Education, 1978. 369p. Available ERIC. ED 165 230.

Thirty elementary school principals from twelve Michigan Urban school districts attended a series of in-service training programs emphasizing the development of management skills necessary for elementary principals to administer a comprehensive community education program.

*536. Hubley, John W. Engineer in the boiler room -- the role of the principal. NASSP Bulletin 63:423:6-9 Jan'79.

The principal is compared to an engineer in the boiler room. Some ways principals, by using public relations, can deal with pressures from students, parents, and faculty are presented.

*537. MacLean, Richard. Role of the principal in the community. Lighthouse 2:2:14-18 Wtr'78.

The advantages of the community school over the isolated school are discussed. The role principals and staff can play in establishing a closer relationship with the community is outlined.

*538. Melvin, Craig. School-community relations will take on a new look. (Saskatchewan Council for Educational Administration Conference, 1978, report.) School Trustee 31:3:8-10 Jy'78.

Saskatchewan's new Education Act requires far greater participation and involvement in school affairs by members of

the public. This trend toward more openness in schools will affect the role of the school principal more than that of any other individual in the school system. The author then discusses the field of school-community relations which embraces both the trend toward more openness and avenues which might be taken to accommodate this trend.

539. Messinger, M.H. Home visits will do wonders for kids and you. Principals in Council (NBTA) 10:1:8-9 Nov'81.

*540. Mooney, Joseph P. The school community relations triangle. NASSP Bulletin 64:434:63-69 Mar'80.

A former superintendent and principal believes community relations is an extremely important responsibility of today's school administrators. A model is presented for a good community relations program.

*541. Morris, Robert, and George Vrabel. The role of the principal in public relations. Theory into Practice 18:1:50-52 Feb'79.

As educational leader of the school, the principal must take the initiative to develop strong community support through a public contact system and through the accurate assessment of student needs.

*542. Moskin, Doris. Principals: parents are rooting for you. NASSP Bulletin 62:421:25-29 Nov'78.

A parent recognizes principals as the educational leaders in their communities and urges them to be aware of the importance of parents in making schools effective learning places.

543. Ouellet, Robert. Implication sociale du directeur d'école. Information 21:1:10-14 Oct'81.

*544. Paddock, Susan C. The principal and the community: competencies to meet the challenge. NASSP Bulletin 65:442:63-67 Feb'81.

This article presents ratings of the skills building principals feel they should possess for their role in a public relations program and of the location where the necessary skills should be acquired. Principals seem to believe that the most important skills should be learned on the job.

545. The principal and the PTA, partners in education. Principal 62:1:27-30 Sept'82, and National Elementary Principal 58:4:37-40 Je'79.

This brochure from the National PTA outlines the roles of parents and principals in the education of youth and suggests how they can work together.

*546. Rubin, Arnie. Election strategy that works. NASSP Bulletin 63:423:54-57 Jan'79.

The principal must play a key role in any successful school community information campaign. Tips are provided for running an election information campaign.

*547. Salmon, Daniel A. Building a strong public information program in the school. NASSP Bulletin 63:431:111-15 Dec'79.

A public relations program used successfully at a New York City high school is described.

548. Schwartz, Arthur. The Principal as Boundary Administrator: a Field Study of Inner City Schools. Ph.D. thesis, OISE, 1981. 341p.

This study has examined the actions of the principals of five Metropolitan Toronto inner-city elementary schools in their capacity as boundary administrators, focussing on their interactions with the environments of their schools. Three distinct school environments were considered: parents, and the community in which a school was located; non-school agencies and organizations; and the remainder of the school district of which an individual school was a part. Participant observation was used as the research method in applying a subjectivist perspective to the analysis of principals' actions in the boundary role.

549. Sills, James H., Jr. The school principal and parent involvement. Contemporary Education 50:1:45-48 Fall'78.

The leadership challenge for the public school principal is demonstrated. Parent involvement in the educational process need not be threatening but should be developed by the principal into a legitimate, useful, contributing force for educational change.

550. Sullivan, Keith C. Community involvement and the principal. Community Education Journal 7:4:22-25 Jy'80.

The advantages of citizen participation in the school's decision-making process fall under the headings of representative school governance, community support and interest, and improved school performance; the disadvantages fall under politics, loss of authority, and public opposition.

*551. Walker, John E., and Ronda A. Moffit. Pats on back can make a big difference. Thrust for Educational Leadership 9:1:18-20 Oct'79.

Eight concrete and positive suggestions are made which a school principal can use to provide motivation, recognition, and enthusiasm to both school personnel (teachers, custodians, secretaries, students) and non-school personnel (grandparents, parents, business leaders, volunteers).

SCHOOL DISCIPLINE

**552. Brumbaugh, Robert B., and John R. Skinkus. Organizational Control and the Middle School Principal: Man/Woman In the Middle. Paper presented at the Annual Conference of Concerned Leaders In Educational Administration and Research, Alexandria, Va., 1978. 20p. Available ERIC. ED 180 053.

Findings from a role norm inventory reveal that middle school principals do not perceive the relative importance of disciplining pupils, while teachers -- significant members of their role sector -- accord this particular role behavior considerable weight. While differing significantly in their rankings of a general listing of pupil personnel role behaviors, middle school principals, teachers, and counsellors demonstrated a degree of consensus on selected items relating to the principal's authority in matters of organizational control.

*553. Carey, Michael F. Four principals reshape their educational perspective. NASSP Bulletin 64:436:104-06 May'80.

A New Jersey, principal-initiated program to change the undesirable behavior of disruptive, underachieving youngsters is described. Although the anticipated 80 per cent success rate was not realized, results showed the positive growth recorded in most areas was impressive.

*554. A hard-nosed principal's hard-nosed advice on school discipline. American School Board Journal 165:4:32-4,56 Apr'78.

The schools must create a climate of reason and respect, and prevent negative self-images, humiliation, and failure. Perhaps 80 per cent of the discipline problems in schools involve things the schools can affect.

*555. Hightower, Toby E. The role of the principal. Clearing House 52:8:373-77 Apr'79.

This paper attempts to describe some of the problems principals face, and to suggest ways of solving them. The main focus is on discipline and dealing with student misconduct, but relations with parents, teachers, and police are also considered.

*556. Ianni, Francis A.J. A positive note on schools and discipline. Educational Leadership 37:6:457-58 Mar'80.

The report most frequently heard in successful schools is that rules are carefully and openly developed, clearly announced, firmly enforced, and consistently applicable to everyone.

**557. Johnson, Simon O., and June Chaky. Climate for Learning: A Symposium. Curriculum Bulletin Vol. XXXII, No. 341. Oceanside, Oreg.: American Nepal Education Foundation, 1978. 24p. Available ERIC. ED 161 142. Microfiche only.

In the first of two articles "Creating a Climate for Learning, and the Humanizing Process", Simon O. Johnson offers a number of practical suggestions on adopting humanistic principles,

humanizing student goals and objectives, evaluating students, using humanistic teaching methods, and developing humanistic teacher characteristics. He also offers suggestions for improving the teacher-principal relationship. In "The Principal and School Discipline", Johnson and June Chaky present and explain several suggestions emerging from their survey of over 700 teachers and administrators, including: (1) the principal should be a leader in staff development activities to give teachers the knowledge necessary to avoid clasroom problems; (2) teacher evaluation should be a non-threatening process that avoids the distrust out of which discipline problems spring; (3) the principal should ensure that fair rules and regulations are developed and enforced firmly; (4) the principal should make an effort to get to know pupils; and (5) discipline should be applied with tolerance and in the absence of confrontation.

**558. Laneve, Ronald S. Presentation: National Association of Secondary School Principals (Miami, Florida, January 11, 1980). Rockville, Md.: Montgomery County Public Schools, 1980. 20p. Available ERIC. ED 189 744.

This paper discusses how to deal with disruptive students. Aspects considered include the role of schools in America, a look through the student's eyes, the parent and family, and the educator's role. Several techniques that have been successful in working with disruptive students are described, including defining what can and cannot be changed, determining what else is going on in the student's life, communicating with the student, teaching the student to deal with conflict, extending special school privileges to disruptive students, and getting a firm commitment from the student.

*559. Long, Jerry N., and Donald J. Willower. Pupil control, pluralistic ignorance and teachers' ratings of their principals' leadership. Educational Research Quarterly 5:3:33-39 Fall'80.

The important role pupil control matters play in teacher ratings of their principals' leadership is demonstrated. Guided by two hypotheses, this study found that teachers perceived their principals' pupil control views to be stricter than was actually the case.

560. Mable, Ted J., and David Marholin, II. Behavioral contracting: the principal as a resource. Pointer 24:3:39-46 Spr'80.

The effectiveness of using the school principal for behavior contracting with problem students was studied with nine students (sixth through eighth grade). Implementation of administrator-student behavioral contracting successfully decreased the number of teacher referrals to the principal's office. Suggestions for implementing administrator-student behavioral contracting are offered.

**561. Schwab, James D. The Perceptions of Pennsylvania Principals and Counselors on the Issue of Student Rights. Ph.D. Dissertation, Walden University, 1979. 199p. Available ERIC. ED 180 097. Microfiche only.

The purpose of this research study was to determine the opinions of school principals and school counsellors in

Pennsylvania on the issue of student rights. Overall, principals had a more positive opinion than counsellors concerning school rules and how to change them. Elementary counsellors and principals were generally more concerned about student rights than were their colleagues on the secondary level.

*562. Seyfarth, John T. Discipline as a cooperative venture: where are we? Urban Review 12:2:87-90 Sum'80.

Principals and assistant principals from 345 secondary schools were surveyed regarding: (1) the quality of discipline in their schools; (2) student behaviors perceived to be of most concern to administrators and teachers; and (3) the extent to which parents, teachers, counsellors, administrators, and students themselves are involved in discipline.

563. Smedley, Stanley R., and Donald J. Willower. Principals' pupil control behavior and school robustness. Educational Administration Quarterly 17:4:40-56 Fall'81.

A survey of 3,100 students, teachers, and principals in 47 elementary and secondary schools in the Middle Atlantic region, using the Pupil Control Behavior Form, revealed a positive association between principals' humanistic pupil control behavior and schools' "robustness" (the degree of meaning and excitement students find in school).

SELECTION, APPOINTMENT, EVALUATION AND CONTRACTUAL STATUS

For more references on Evaluation see Teacher and Administrator Evaluation, Bibliography #74, December, 1981.

**564. Administrative Assignment and Transfer. Policies Reflecting Due Process: Promotions, New Positions, Transfers, Demotions. Reston, Va.: National Association of Secondary School Principals, 1979. 15p. Available ERIC. ED 175 155. Microfiche only.

The lack of well-defined policies in the personnel areas of new positions, promotions, involuntary and voluntary transfer, and demotions is of great concern to most principals and assistant principals. The information in this booklet is a means of assisting school administrators with the development of appropriate language to be used in initiating or modifying these important personnel policies. It is intended to be a model of specific and appropriate language, anchored in a framework of due process, for drafting policies dealing with promotions, new positions, voluntary and involuntary transfers, and certain types of demotions.

**565. Barger, Josephine C. A Model Instrument for the Evaluation of School Administrators. Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association, Tucson, Az., September 26-28, 1979. 33p. Available ERIC. ED 177 667. Microfiche only.

This project surveyed teacher attitudes toward the performance style of three school administrators. Results indicated

dissatisfaction with the lack of democracy in all three schools and inadequate classroom visitations but satisfaction with the personalities and support of principals. Implications of the studies are that principals should attempt to share decision-making with teachers. Samples of the questionnaire are included in the appendix.

**566. Beaubier, Edward W., and Arthur N. Thayer. Project Leadership. Assessment Alternatives. Burlingame: Association of California School Administrators, 1973. 112p. Available ERIC. ED 180 116. Microfiche only.

Utilization of the instruments presented in this collection allows site administrators to assess their own performance and the operation of their schools. These instruments allow principals to assess such factors as school climate, student and citizen opinion of the school, the principal's and staff's philosophies and assumptions, school organization and performance, staff's and principal's perception of school problems, and school communication. Also included are instruments to assess individualized instruction, in-service needs, school problem-solving, management style, and the staff's perception of needs.

**567. Black, John C. How to Improve and Evaluate the Principal's Performance. Paper presented at the Annual Meeting of the National School Boards Association, Dallas, Tx., April 11-14, 1981. 8p. Available ERIC. ED 207 147.

The Keystone Oaks school district uses an administrative salary plan based on merit. First implemented in the 1975-76 school year, the plan has produced measureable improvement in performance. Each administrative position in the district has a job description that was developed cooperatively by the administrator holding the position and the assistant superintendent. Each item in the job description has 10 Key Results Areas (KRAs) that list what must be done to insure that the item is satisfactorily performed. Increases in salary are based entirely on this evaluation.

568. Blanchard, B.E. The qualities of the high school principalship rated by secondary school teachers. Scientia Paedagogica Experimentalis 18:1:5-20 1981.

569. Davis, Gary R. Criteria and Procedures for the Selection of Elementary School Principals in Rural Manitoba. M.Ed. thesis, University of Regina, 1978. 122p.

*570. Deal, Terrence E., and others. Hard choices in hard times. Educational Leadership 39:4:298-302 Jan'82.

Nowadays, teacher and administrator evaluations are being linked to retention and dismissal suggestions. School districts should involve teachers and administrators in developing a fair system of evaluation, carry it out as planned, and make sure it is visible and accepted.

571. Deblois, Claude, and Jean Moisset. Problèmes de sélection des directeurs d'écoles primaires dans la région 03, Revue des Sciences de l'Éducation 7:2:261-277 Print'81.

La présente étude, qui s'inscrit dans le cadre des travaux du Groupe de recherche sur l'administrateur scolaire, porte sur les problèmes et critères de sélection des directeurs d'écoles primaires dans la région 03, à la lumière des développements récents dans le domaine de l'administration scolaire. S'inspirant du modèle analytique de Jacob W. Getzels et autres, ses auteurs ont élaboré un questionnaire et ont par ce moyen interrogé les directeurs généraux des commissions scolaires locales de la région. Il en est ressorti qu'il n'y a pas de politiques de sélection écrites systématiquement appliquées dans la région. Par contre, il s'est aussi révélé que les directeurs généraux avaient des critères de sélection semblant assez bien refléter leurs attentes et celles du milieu à l'endroit des directeurs. La conclusion principale qui s'en dégage est qu'il serait souhaitable et urgent que l'usage de ces critères, une fois explicités et évalués, soit officialisé sous la forme de politiques de sélection cohérentes et complètes.

*572. Duhamel, Ronald J., and others. Term appointments: an idea for today. Comment on Education 9:3:6-11 Feb'79.

The main objective of this study was to encourage and advance discussion about the concept of "term" appointments -- defined by the authors as appointments usually of one year or more -- for positions of administrative responsibility in education. A position of responsibility in this context can mean any administrative position in a school but very often refers to a principal or vice-principal. After discussing the advantages and disadvantages of adopting a system of term appointments, the authors present the results of a survey of Ontario school boards designed to provide information on two aspects of term appointments: (1) Where do term appointments exist and what administrative positions are involved? (2) What are some of the key characteristics of these term appointments?

**573. Evaluating Our Performance: An Advisory for Boards of Trustees and School Heads. Boston, Mass.: National Association of Independent Schools, 1978. 73p. Available ERIC. ED 151 968. Microfiche only.

Boards of trustees and heads of private elementary and secondary schools need to engage in some form of annual evaluation as a means of achieving greater stability in the relations between head administrators and governing boards. This paper briefly explores the philosophical ramifications of evaluation and outlines practical suggestions for carrying out an evaluation process, including self-evaluation of board and head administrator, evaluation of the head administrator by the board, and timing considerations. Descriptions of nine evaluation processes in effect in various private schools are appended.

574. Ewart, Gary D. The Effects of Involuntary Job Transfer on Incumbent Elementary School Principals. M.Ed. thesis, Brock University, 1978. 42p.

575. Ferguson, James E. Use this fail-proof plan to pick the perfect principal. Executive Educator 3:6:23-25 Je'81.

Guidelines for selecting a school principal, including samples of a job description, interview questions, and correspondence are offered.

*576. Fowler, Frank J. Term appointments for school administrators. OCLEA 15:13-14+ Wtr'79.

The purpose of this article is to provide a greater awareness of the implications of term appointments for all administrative staff within a school jurisdiction, and to suggest some research references for those interested in studying the topic in greater depth. The author feels that the concept is sound from both an educational and organizational perspective, and especially attractive during the present period of declining enrolments. Some of the research on the subject is discussed. The author urges trustee associations, teachers' federations and Ministry of Education staff to establish study committees to influence the direction this concept will take.

577. Gluckman, Ivan B. Legal Aspects of the Principal's Employment. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 12p. Chapter 1 of "The School Principal and the Law". See #443. ED 172 328. Not available ERIC.

Principals still are not differentiated from teachers under the law of many states, even though their duties and responsibilities differ. This situation has begun to change as a result of court action by principals at the state level, which is discussed in this paper. Although administrative tenure is rare, it presents special problems when reassignment of an administrator or morality standards violations are at issue. Discussed in detail is job protection afforded principals through their individual contracts and constitutional right to due process. Also discussed are tenure rights in the face of elimination of principalships. Employee status has been a major benefit to principals, the paper concludes, but it can also work to their disadvantage.

578. Hartley, Carolyn W. How panic taught me a lesson about performance. Executive Educator 4:2:24-28 Feb'82.

The author narrates a principal's first full-day observation by her superintendent. She notes the lessons learned (to keep half of one's time unscheduled, get the unvarnished truth, and apply management techniques in one's own way) and describes the observation process, including the post-observation conference and a written summary by the person observed.

**579. Henthorn, Joe. Principal Effectiveness: A Review of Literature to Supplement "The School Principal" and "The School Principal: Recommendations for Effective Leadership". Association of California School Administrators, 1980. 21p. Available ERIC. ED 210 779. Microfiche only.

This literature review was intended to provide information and suggestions regarding the role and evaluation of the

principal. The paper concludes that the implications of the literature should be used to design principal evaluation models that encompass the assessment of school needs and the related skills needed by the principal to provide leadership to the school.

*580. Kelsey, J.G.T., and Beth Leullier. School district policies for the identification, selection and training of principals. Canadian Administrator 17:5:1-6 Feb'78.

Reported is a survey of the extent to which school districts in British Columbia systematically provide for administrator identification, selection, and training.

*581. Knott, Doug. Experience, professionalism beat term appointments every time. Reporter (OECTA) 7:5:14-15 Feb'82.

The pros and cons of term appointments are listed. The author feels that the disadvantages of the system highly outweigh its merits and that the concept of term appointments for administrators should be rejected out of hand.

*582. Knott, D.W. Renew, don't rotate, principal. Reporter (OECTA) 7:4:22 Jan'82.

Arguing against term appointments of administrators, the author expresses the belief that the more popular procedure of promoting the best person available to the job and demoting those few who do not suit the role is a much sounder policy. He states that the school system that opts for automatic five-year term appointments does not place a premium value on experience or board-managed renewal and growth programmes. It relies instead on anxiety and uncertainty to motivate its staff.

*583. Konrad, Abram G., and Keith P. Sterling. School principal evaluation: views of Alberta superintendents and principals. Challenge in Educational Administration 18:1:43-51 1978.

The results of a study which investigated the perceptions of Alberta administrators about the existing importance and preferred importance of items in a list of 36 principal evaluation criteria derived from a literature search and through consultation. The observed differences between existing and preferred criteria suggest that evaluation practices need to be re-examined.

*584. Landers, Thomas J. Preparation, selection of principals in West Germany -- perspectives for Americans. NASSP Bulletin 65:442:78-86 Feb'81.

The status of educational administration as a field of study, and the methods of selecting and training principals are described.

*585. Lindsey, James F. The principal scramble: any district can play. Thrust for Educational Leadership 9:1:29-30 Oct'79.

Presented are arguments against the policy of transferring principals as a matter of course. There are, however, good and valid reasons for such transfers. Seven of these reasons are listed.

*586. Meek, George V. Term appointments: a questionable scheme. OCLEA 15:14 Wtr'79.

Pointing out the negative aspects of term appointments, the author emphasizes that there are better ways to deal with mobility, revitalization and affirmative action problems.

587. Michel, George J. Evaluation of the management competencies of the principal. Illinois Schools Journal 59:4:40-47 Wtr'80.

A direct management framework is used to identify the school principal's competencies in problem solving, planning, organizing, controlling, directing, and staffing.

*588. Musella, Don F. Improving the selection of principals. Ontario Principal 1:1:10-13 Apr'78 and Canadian School Executive 1:4:8-11+ 1981.

This paper addresses the need to develop selection procedures which will ensure that selection judgments are based on relevant and consistent data. It describes the author's attempt to adapt the assessment centre procedures which have been used in industry to the exigencies of selecting school principals. The project, called the "Leadership Assessment Program" now in effect in the Peel Board of Education, is discussed in detail.

*589. Muskoka principals exchange schools. Northern Principal 5:1:6 May'79.

Because of the lack of mobility caused by declining enrolment, one Ontario school board established a policy whereby principals are transferred to different schools within the system. After the initial trauma of principal exchange, many principals involved admitted that the experience had been advantageous for them, the schools and the children.

590. Prescott, Réal. La stabilité d'emploi. Revue Information 18:9:22-23 Mai 1979.

591. Principal redundancy policies appearing. Ontario Principal 1:1:5 Apr'78.

**592. Principal Selection. The Best of ERIC on Educational Management. Number 66. Eugene, Oreg.: ERIC Clearinghouse on Educational Management, 1982. 6p. Available ERIC. ED 215 393.

Annotations of 12 articles and a research report discuss procedures for selecting principals and other school administrators and examine the hiring process from the viewpoints of both the candidates and those doing the hiring.

**593. Redfern, George B., and Paul W. Hersey. Evaluation of Principals; Leadership Excellence Achievement Plan. Reston, Va.: National Association of Secondary School Principals, 1981. 13p. Available ERIC. ED 208 551. Microfiche only.

The Leadership Excellence Achievement Plan (LEAP) presented here is a way for principals to improve leadership ability with an emphasis on evaluation. It first recommends formulating a precise definition of the principal's job divided into three areas: technical competencies, administrative skills, and performance goals. Among the technical competencies listed as typical are providing instructional leadership, visiting classes, and preparing the school budget. The twelve areas of administrative skills considered appropriate include problem analysis, judgment, organizational ability, and decisiveness. Performance goals to achieve specific outcomes are to be established by the principal. The report includes examples of procedures and typical evaluation forms to show how LEAP might operate.

*594. Ricketts, Kenneth E. Transferring principals while keeping the peace. Thrust for Educational Leadership 9:1:30-31 Oct'79.

The author answers the question, "How does the district transfer principals on a positive, rather than a negative, basis?" by listing 14 guidelines for a smooth principal transfer policy.

*595. Schmitt, Neal, and others. The NASSP Assessment Center: a validity report. NASSP Bulletin 66:455:134-42 Sept'82.

Results of a two-year study to evaluate an assessment center indicate that it is a valuable, valid, job-related instrument for the selection of school administrators.

596. Thiessen, Vic. Principal tenure. Administrator (Manitoba) 3:2:25-34 Sum'79.

597. Zirkel, Perry A., and Ivan B. Gluckman. The case of Joseph Weil. Principal 60:3:40-41 Jan'81.

In "Rockdale v. Weil" the court declared that transferring a principal to a position with lower responsibility and prestige but higher salary was not a demotion and not subject to due process.

*598. Zirkel, Perry A., and Ivan B. Gluckman. A legal brief: demotion of public school principals. NASSP Bulletin 65:441:91-93 Jan'81.

A Georgia court decided that a principal who was transferred to a position with less responsibility and prestige but with an increased salary was not considered demoted.

SPECIAL EDUCATION

**599. Bonds, Charles W., and John R. Lindsey. The Principal in Special Education: The Teacher's Perspectives. A summary paper presented at the Georgia Educational Research Association, Statesboro, Ga., November 13-14, 1980. 10p. Available ERIC. ED 213 209. Microfiche only.

Using the results of 50 returned surveys, the study examined the beliefs of elementary and secondary school teachers concerning what they think the principal does in special education, with particular emphasis on the mandates of P.L. 94-142 (the Education for all Handicapped Children Act). Among findings were the following: nearly half stated that the principals offered suggestions for classroom arrangement, very few principals served on the advisory or placement committee, many social and civic organizations provided auxiliary services for special needs students, and the principals knew more about the law than they shared with teachers.

600. Cline, Ralph. Principals' attitudes and knowledge about handicapped children. Exceptional Children 48:2:172-74 Oct'81.

Among conclusions were that presence or absence of a special class or program within a school did not appear to influence the principal's attitude toward or knowledge of exceptional children, and principals demonstrated significantly less knowledge than experts regarding placement.

601. Cone, W. Henry, and Janis A. Hyatt. The principal: key manager in mainstreaming. Compact 14:2:13-15 Sum'80.

After a discussion of mainstreaming and its ramifications for the public school principal, the author suggests that state legislators weigh the impact of all impending education legislation on the school principal before passing a bill.

**602. Davis, E. Dale. Promising Practices in Mainstreaming for the Secondary School Principal. 1977. 17p. Available ERIC. ED 161 189.

A study to determine the promising practices which a secondary school principal might use to implement the process of mainstreaming was conducted through interviews with 50 principals and a survey of books and articles published since 1970. The ten most often recommended practices included the following suggestions: the principal provides leadership in planning for mainstreaming within his school, the principal informs all the school faculty members of the process of mainstreaming as it is to be implemented in his particular building, and the teachers should be motivated to study and learn the process.

603. Davis, William E. An analysis of principal's formal training in special education. Education 101:1:89-94 Fall'80.

Study results of 345 elementary and secondary principals suggested that they: (1) had received little university training in special education; (2) considered formal training in special education for principals important; and (3) found their time involvement with special education issues much increased as a result of recent legislation.

604. Davis, William E. Principals' attitudes toward placement of mildly and moderately handicapped pupils. Journal for Special Educators 17:3:265-69 Spr'81.

Most of the principals (82 per cent) considered the most effective placement to be a combination of regular class and part-time special education. Only 6.4 per cent regarded full-time regular class as most effective, while 10.1 percent favored full-time special class placement.

**605. Dickson, Richard L., and David T. Moore. IEP Development and Implementation: The Role of the Elementary Principal. 1980. 16p. Available ERIC. ED 206 106.

Thirteen elementary principals were interviewed to discover the strategies used by principals before referring a student for special education, as well as the preparatory activities they engaged in prior to multidisciplinary team (MDT) and individual educational program (IEP) meetings. In general, the principals viewed themselves as responsible for insuring that students who require special education receive the needed services. Most often principals perform a validating role in which their presence at MDT and IEP meetings lends greater validity to the proceedings. Specific suggestions for principals include getting all relevant people involved in such meetings, helping participants define their roles, and periodically monitoring the progress of special education students.

*606. Dougherty, John W. Implementing IEPs -- implications for the principal. NASSP Bulletin 63:431:49-54 Dec'79.

The author specifically explains procedures and techniques necessary to be in compliance with the Individualized Educational Program of the Handicapped Children's Act. The principal's role in mainstreaming handicapped students is also described.

**607. DuClos, Carol (comp.), and others. Mainstreaming Exceptional Children: A Guideline for the Principal. Urbana: Illinois Univ., Lake County Special Education District, Gurnee, Ill., 1977. 63p. Available ERIC. ED 151 991.

Written for the principal, the booklet presents an overview of issues involved in mainstreaming handicapped children. Initial sections address the definition of mainstreaming, the rationale for mainstreaming, and suggestions for supporting the special education teacher. The next three sections concern the administrative and legal aspects of mainstreaming, and present 30 questions and answers about school law.

*608. Gage, Kent H. The principal's role in implementing mainstreaming. Educational Leadership 36:8:575-77 May'79.

There are new requirements and opportunities for educating the handicapped. The ultimate success of mainstreaming depends on the leadership of school principals.

*609. Johnson, Alex B., and Veronica Gold. The principal's role in implementing Public Law 94-142. Clearing House 54:1:32-35 Sept'80.

This article describes some of the important provisions of PL 94-142 and outlines the extent of the building principal's involvement in their implementation. It discusses the principal's role in coordinating mainstreaming efforts between regular and special education personnel and suggests strategies for facilitating regular teachers' acceptance of mainstreamed youngsters.

*610. Lietz, Jeremy, and Jeffrey S. Kaiser. The principal's role in administering programs for exceptional children. Education 100:1:31-40 Fall'79.

This study investigates significant differences between what building principals perceive as their ideal and real influence and responsibility in twenty-seven key operational/ decision-making tasks identified by the Council for Exceptional Children. These perceptions can affect administrator-faculty relationships and, therefore, delivery of services to educationally handicapped children.

*611. Lietz, Jeremy J., and Maxine Towle. The principal's role in special education services. Educational Research Quarterly 4:3:12-20 Fall'79.

Officers of school administrative associations (who were themselves principals) wanted principals to have more responsibility for planning, coordinating, and evaluating special education programs. The study was based on responses to a matrix defining twenty-seven operational and decision-making responsibilities in special education as real or ideal.

*612. Marsh, George E., II, and Richard S. Podemski. Problems to avoid and procedures to follow in assessing handicaps. NASSP Bulletin 66:453:89-99 Apr'82.

Principals are advised about their responsibilities concerning the educational assessment of handicapped students. The scope of assessment, test validity and reliability, commonly used tests, assessment issues, and specific actions principals can take are discussed.

*613. McCoy, Kathleen M. Interest, leadership, and implementation: views on the role of the mainstream principal. Education 102:2:165-69 Wtr'81.

The author presents practical educational practices that can assist the elementary school principal in being an effective manager of mainstream programs and suggests that principals must exhibit competence, know about special services for the handicapped, and interface the needs of their staffs with the needs of their students.

*614. Mergler, Robert. So, site administrator -- you want to mainstream. Thrust for Educational Leadership 9:2:8-9 Nov'79.

Offered are practical suggestions for the school site administrator to consider in order to alleviate problems created by the mainstreaming requirement. Careful planning is the most important component.

*615. Moore, Carm. Getting handicapped students into regular classrooms. Thrust for Educational Leadership 9:2:18-19 Nov'79.

Presented is a brief framework, with suggestions to help a principal provide necessary staff assistance when implementing a mainstreaming effort.

*616. Rebore, Ronald W. Public Law 94-142 and the building principal. NASSP Bulletin 63:426:26-30 Apr'79.

Ways to establish a frame of reference from which a principal may conceptualize and begin to implement Public Law 94-142 are suggested.

617. Robert, Gill. Pour l'enfant en difficulté, c'est l'environnement qui compte. Revue Information 17:8:1-3 Avril 1978.

**618. Smith, Thomas E.C. High School Principals' Attitudes Toward the Handicapped and the Work Study Program. Paper presented at the Annual International Convention, The Council for Exceptional Children, Kansas City, Missouri, May 2-5, 1978. 82p. Available ERIC. ED 153 393.

The study was conducted to determine the relationships among the attitudes held by 198 high school principals toward the work-study program and the handicapped, selected program variables, and background variables of interest. Among conclusions were that high school principals had more positive attitudes toward normal persons than those who were classified as learning disabled and mentally retarded, with attitudes toward the retarded being the least positive; that background variables of high school principals were interrelated on a limited basis; and that variables most predictive of program effectiveness were role performance ratings of principals and attitudes toward work-study programs.

619. Smith, Tom E.C., and others. The role of principals in work-study programs for the handicapped. Education and Training of the Mentally Retarded 14:4:247-50 Dec'79.

Findings revealed that a relationship existed between the principals' knowledge of and support for work-study programs, and their role performances with regard to such programs. These variables were also found to be directly related to the effectiveness of the work-study programs.

**620. Taking a Family Perspective: A Principal's Guide for Working with Families of Handicapped Children. Washington, D.C.: Institute for Educational Leadership, 1981. 29p. Available ERIC. ED 213 197. Microfiche only.

Written for and by principals, the guide provides a framework for developing school policies which encourage partnership with the parents of handicapped children.

SPECIFIC CURRICULUM AREAS

*621. Aguilvar, J.V. The building principal's role in a bilingual education program. Journal of Teacher Education 30:3:26-28 May-Jun 1979.

The social and linguistic reinforcement provided by the presence of a bilingual building principal contributes significantly to the growth and development of the non-English-speaking student.

622. Allington, Richard L., and Patricia S. Rigg. Principals and reading: assessing awareness of recent advances. Catalyst for Change 9:1:18-22 Fall'79.

The authors present a short examination to test principals' knowledge of current theories of reading and reading instruction and offer preferred answers and the reading theories underlying the answers.

**623. Bamberger, Richard. The Role of the Principal in Energy Conservation. Paper presented at the Annual Meeting of the National Association of Secondary School Principals, Houston, Texas, February 2-6, 1979. 24p. Available ERIC. ED 172 396.

The principal's role in energy conservation includes being certain that steps have been taken within the school building to effect energy savings, and using his influence to make certain that his school system applies for an Energy Retrofitting Grant under the National Energy Act if appropriate. However, the principal's greater role is to take the lead in assuring that energy conservation is taught within the curriculum. Promoting education for energy conservation becomes more important than other responsibilities because of its obvious importance in the very survival of mankind.

624. Banta, Trudy W., and others. Principal's support: indispensable ingredient in implementation of career education. Journal of Career Education 8:3:217-24 Mar'82.

Following a series of career education workshops for school-based teams of principals, counsellors, and teachers throughout Tennessee, a survey was conducted to determine how many of the participants were still using their workshop plans one year later, and what characteristics of participants most influenced their use of these plans.

*625. Benson, Ronald G. The principal and the elementary reading programme. Reading-Canada-Lecture 1:1:79-80 Jan'81.

The school principal plays a major role in setting the climate for virtually every aspect of instruction in the classroom. This article presents guidelines which the principal might consider in setting the climate for reading instruction.

*626. Benson, Ronald G. Le principal et le programme de lecture à l'école primaire. Reading-Canada-Lecture 1:1:81-82 Janv. 1981.

Le principal doit élaborer une conception de la lecture avec son corps enseignant; il devrait également fournir aux parents des indications et renseignements sur le programme de lecture, de sorte qu'une évolution harmonieuse et concomitante puisse se faire à l'école et au foyer.

627. Bradtmueller, Weldon, and James Egan. Perception of the principal's role in reading instruction. Journal of the Association for the Study of Perception 16:1:19-26 Spr'81.

Seventy-one elementary and middle school principals in northern Illinois responded to a questionnaire on their backgrounds in reading instruction, their preferences for certain approaches, their duties in relation to the reading program, and their feelings of competence in these matters. Responses are collated by school size.

*628. Davidson, Roscoe L. Declining achievement can be reversed. Educational Leadership 37:3:216-20 Dec'79.

A successful effort to raise reading achievement in the Denver schools illustrates key factors in educational change.

**629. Fech, E.B., and B.J. Micetich. The Principle's (sic) Role in the Reading Program. Paper presented at the Annual Meeting of the International Reading Association, Miami Beach, Florida, May 1-5, 1977. 23p. Available ERIC. ED 153 195.

The principal's role in the reading program is examined in this paper and a reading in-service program for principals is described. The first section shows how a school superintendent became aware of the need for principals to take an active role in their schools' reading programs, cites literature that notes the importance of the principal's role, and discusses the kinds of knowledge about reading instruction that principals need. The second section discusses the development of the in-service program and describes the following steps of the program: administration of a survey of principals' attitudes about their role in the reading program; presentation of a speech on the topic of principals and reading; development of individual reading philosophies by principals and their staffs; presentation of in-service programs by publishing company consultants; presentation of a final in-service workshop; and evaluation of the program by principals.

**630. Glatthorn, Allan A. Writing in the Schools: Improvement through Effective Leadership. Reston, Va.: National Association of Secondary School Principals, 1981. 88p. Available ERIC. ED 208 416. Microfiche only.

Intended to provide school principals and administrators with suggestions for leading a schoolwide writing improvement effort, this book describes the writing process and addresses the kinds of considerations of which administrators should be aware.

631. Haggard, Martha Rapp, and Jane Warren Meeks. What administrators actually know about reading programs. Reading Horizons 19:3:200-07 Spr'79.

A survey of public school administrators designed to determine the extent and depth of their attitudes, knowledge and concepts about reading programs is described.

632. Hatfield, Thomas A. Things you need to know about developing an arts program. Principal 60:1:24-27 Sept'80.

The principal plays a key role in establishing an arts program in the elementary school. The author outlines some successful programs and points out sources of information on arts programs that would be useful for the principal.

633. Kozey, N.H. The role of the principal in the reading program. Query 10:2:5-9 Je'80.

*634. Ley, Terry C. The reading problem in the secondary school. NASSP Bulletin 63:425:49-56 Mar'79.

Secondary schools must provide for the continuation of student reading skill development. Some key concepts about reading instruction are outlined and an extensive resource list is provided.

*635. Mack, M. Principal's role. Medium 20:4:10 Feb'80.

The author presents suggestions on how the principal can best fulfill his or her administrative responsibilities with respect to the library program.

*636. Mangieri, John N. Reading programs: suggestions for principals. NASSP Bulletin 63:425:57-63 Mar'79.

The support of the principal is essential for a successful reading instruction program. Six suggestions are presented that principals can use to implement quality reading programs.

637. Manning, Gary L., and Maryann Manning. What is the role of the principal in an excellent reading program? Principals give their views. Reading World 21:2:130-33 Dec'81.

Elementary school principals who have excellent reading programs believe that they should help teachers plan in-service activities in reading, participate with their teachers in those activities, give support to teachers in the reading program, know what comprises an excellent reading program, and establish close communication with parents.

*638. Maxwell, John. A five-point program to improve English programs. NASSP Bulletin 65:444:1-5 Apr'81.

The executive director of the National Council of Teachers of English introduces a group of articles on the English curriculum and outlines what principals as instructional leaders can do to strengthen their English departments.

639. McCormick, Sandra. Aid for the school principal: evaluate classroom reading programs. Reading Horizons 19:2:130-33 Wtr'79.

The administrator is provided with guidelines for use in evaluating teachers' implementations of basal reader programs.

640. McNinch, George, and Mark Richmond. Defining the principals' roles in reading instruction. Reading Improvement 18:3:235-42 Fall'81.

This study reports that elementary school principals want to become more involved with reading programs in their schools and that they see their professional roles as more administrative than supervisory.

641. Palmer, Reg. The role of the principal. Australian Journal of Reading 1:1-2:17-22 Aug'78.

The author describes the role of a principal in the development of school-based reading policies in two primary schools. He notes the difficulties encountered and the issues raised by teachers, and details a teacher-development program.

642. Radomsky, Ron. The moral administrator. SALT (Journal of the Religious Studies and Moral Education Council, ATA):26-29 Wtr'80/81.

*643. Ralph, Edwin. Role of the principal and superintendent with respect to the program of French as a Second Language in Western Canadian schools. Saskatchewan Administrator 10:1:48-52 Jy'77.

In discussing the role of the principal as it relates to the French program, the writer outlines several basic qualities which he assumes should be possessed and exhibited by the principal. Those characteristics recommended for principals and teachers should also be found in the superintendent.

*644. Remy, Richard C., and Lonnie H. Wagstaff. Principals can exert a leadership role in citizenship education. NASSP Bulletin 66:454:55-62 May'82.

Principals can exercise leadership in citizenship education through three avenues: curriculum and classroom instruction, school climate and organization, and school and teacher relations with the community.

*645. Rose, Chuck. Who called the principal an S.O.B.? Who called that S.O.B. a principal? Runner 18:2:5-7 Sum'80.

The principal's role with respect to the physical education program is discussed.

*646. Ruffin, Santee. The Principal's Role in Interscholastic Sports. Reston, Va.: National Association of Secondary School Principals, c.1981. 6p.

This monograph provides a short description of the principal's role in keeping interscholastic sports in perspective while still providing students with opportunities to compete in a wholesome environment.

**647. School Administrators' Role in the Development of Library Media Programs. Baltimore: Maryland State Dept. of Education, Div. of Library Development and Services, 1977. 13p. Available ERIC. ED 156 134.

Topics discussed include: (1) specific guidelines administrators should follow in order to integrate the library media program successfully with curriculum; (2) the roles and functions of key personnel within the school in this integration process; (3) definition and elements of instructional development -- setting objectives, constructing learning strategies, evaluating outcomes of instruction, and revising instructional programs; (4) potential contributions of the media specialist to the instructional development process at various stages in relation to these elements; and (5) specific steps administrators must take to help the library media program become a vital, integrated force within the school curriculum.

*648. Schumacher, Sally. How important is arts education? NASSP Bulletin 64:432:92-101 Jan'80.

This statewide survey of secondary school principals in Virginia focused on administrator perceptions of arts education. More than 92 per cent agreed with the concept of arts education, the goals and objectives of a comprehensive program, and the proposed criteria for an effective program.

**649. Scofield, Sandra. Principals Make a Difference: The Role They Play in Quality Reading Programs. OSSC Bulletin, Vol 22, No. 10. Eugene: Oregon School Study Council, 1979. 26p. Available ERIC. ED 172 360.

Practical ways principals can modify and monitor their school's reading programs are suggested in this report that also presents reading theory and research results. Suggestions are given about establishing reading as a priority, selecting and managing a program, placement and grouping, selecting a management system, and supervision and support of teachers. The portion of the report that focuses on middle, junior high, and secondary schools emphasizes remedial techniques for older students with reading problems.

*650. Scott, Nelson. The principal as instructional leader for language arts. Elements: Translating Theory into Practice 12:2:5-7 Oct'80.

What should the role of the educational administrator be with regard to instructional leadership? Eight suggestions for the instructional leader in the area of language arts are provided.

*651. Seifert, Kelvin, and Wendy Lyons. Bringing "new recruits" and "old hands" together. Manitoba Teacher 58:3:5 Nov'79.

Fifty Manitoba principals were interviewed to determine their attitudes toward beginning teachers in early childhood education. The interviews covered (a) opinions and attitudes about new teachers generally and (b) opinions and attitudes about men in early childhood education specifically.

**652. Sherwood, Charles. Reading and the elementary school principal. Research in Education 10:1 Nov'77. Available ERIC. ED 174 944.

As the instructional leaders of the schools, principals have both the responsibility and the authority to bring about substantive improvements in their reading programs, their faculties, and ultimately in the reading achievement of the pupils in their charge. For this reason, they should seek constantly to upgrade their ability to supervise school reading programs. Administrative efforts in five specific areas also could produce positive changes in school reading instruction; these areas include improved teacher selection; improved supervision; more in-service training for teachers; more teacher participation in curriculum development and materials selection; and encouragement of teachers to improve their skills through workshops, conferences, and graduate study.

653. Sommerville, Robert D. Daily physical education and the principal. CAHPER Journal 45:4:3-4, 41-42 Mar-Apr'79.

654. Stapleton, John J. Principal and the mathematics program. Ontario Math Gazette 17:1:15-18 Sept'78.

*655. Sweeney, Francis V. Reading instruction and the elementary principal. Northern Principal 5:2:12-13 Oct'79.

Because reading instruction is the keystone of the elementary school's academic program, it is suggested that the area of reading would be of optimum value as an area of specialization for the elementary administrator. Some recommendations are presented.

656. Trubowitz, Sidney. The principal helps improve reading instruction. Reading Horizons 18:3:186-9 Spr'78.

This article shows how principals can strengthen school reading programs through recognizing their role as instructional leaders, stressing reading as a priority goal, implementing change with sensitivity and skill, and developing an in-service program providing teachers with support, structure, and stimulation.

657. Usova, George M. Comparing attitudes toward reading instruction among secondary principals, reading specialists, and content-area teachers. Reading Improvement 16:2:169-74 Sum'79.

If secondary school reading programs are to improve, then principals and content-area teachers must improve their understanding of the reading process through increased education.

658. Valverde, Leonard A. Instructional leadership for bicultural programs: role responsibilities and relationships. Education and Urban Society 10:3:337-46 May'78.

The roles of the school principal and the district program director in bicultural instructional programs are examined in

this paper. The major responsibilities associated with both positions are defined. The role relationships between the two positions and between each position and the instructional staff are delineated.

**659. Valverde, Leonard A. A Literature Review: Competencies for Principals of Bilingual/Community Schools. Paper presented at the Annual International Bilingual Bicultural Conference, Boston, Ma., May 27, 1981. 23p. Available ERIC. ED 207 198.

Annotations of 16 documents, derived from a search of doctoral dissertations and the ERIC system, discuss the skills and competencies needed by principals or other administrators of bilingual schools or programs. A brief introduction lists the seven categories of competencies identified by the documents as change promotion, conflict resolution, human relations, community involvement, instructional staff selection and development, comprehensive planning, and acquisition of other cultures.

**660. Venezky, Richard L., and Linda F. Winfield. Schools That Succeed Beyond Expectations in Teaching. Studies in Education. Technical Report No. 1. Newark: Delaware Univ., 1979. 52p. Available ERIC. ED 177 484.

Several elementary schools that drew their students from low socioeconomic (SES) areas and which succeeded in teaching reading were studied to determine the main causes of their academic achievements. Interviews, analyses of test scores and work logs, classroom observation, and reviews of school memos indicated two primary causes of success: achievement orientation and building-wide instructional efficiency. School districts that want to raise reading scores should encourage principals to become achievement-oriented curricular leaders, both through in-service training and through principal evaluation procedures that focus on curricular leadership performance.

**661. Wagstaff, Lonnie H., and others. Principals and Citizenship Education: A Guide for Effective Leadership. Columbus: Ohio State Univ., Mershon Center, 1979. 117p. Available ERIC. ED 177 034.

This administrative guide is designed to assist the principal in promoting the development of citizenship competencies. It is presented in five parts. Part I considers the importance of citizenship education for schools and principals. Part II describes elements of citizenship education by defining civic literacy and identifying seven basic citizenship competencies

such as acquiring and using information, assessing involvement, making decisions, making judgments, communicating, cooperating, and promoting interest. Part III explains how principals model citizenship behavior for faculty and students. Part IV discusses three ways principals can promote better citizenship education, including curriculum and instruction, school climate, and linkage of school and community. Part V suggests leadership strategies for principals.

*662. Wayne, Joseph E. Sex education: the principle and the principal. Education 102:1:60-64 Fall'81.

The school principal is in a propitious position to offer leadership in developing a sex education program. His position of leadership and respect can facilitate the development of a Citizens Advisory Committee which, in turn, can ensure cooperation and leadership in setting the goals for developing a sex education program.

STRESS

For more references on stress see Teacher Stress, Bibliography #75, September 1982.

*663. Bergey, Ed. The principal and teacher stress. Canadian School Executive 1:6:33-34 Dec'81.

The principal plays a critical role in teacher stress management. The initial steps in coping with stress -- acknowledgement and corrective action -- can be encouraged by a principal who keeps in close contact with his staff and acts as a support in times of stress.

*664. DeLeonibus, Nancy, and Scott D. Thomson. Pushout principals: why they leave and where they go. NASSP Bulletin 63:431:1-10 Dec'79.

Reasons principals give for leaving the principalship involve job conditions more than personal or community circumstances. Diminished authority contributes to the attrition rate. From a random survey of 4,766 secondary school principals, just under 10 per cent (446) indicated they had decided to leave the principalship in 1979.

665. Didyk, John. The Relationship of Personal Characteristics and Organizational Conditions on Principals' Career Experiences of Psychological Success. Ph.D. thesis, University of Manitoba, 1981. 149p.

The purpose of this study was to examine the relationship of personal characteristics and perceived organizational conditions to the psychological success experienced by principals in their careers.

*666. Duignan, P.A., and M.W. Batchler. Stress and the school administrator. Saskatchewan Educational Administrator 14:1:2-13 Sept'81.

The educational administrator's job is potentially stressful and an administrator must develop coping strategies if he is to avoid the damaging effects of stress. A number of suggestions are made by the authors that should aid the educational administrator in developing such coping strategies.

667. Dunning, Arthur N. How to handle stress: 19 tips for the principal. Principals in Council (NBTA) 10:1:10 Nov'81.

668. Frasher, James. On Discipline: The Products and Process. Iowa City, Iowa: Institute for School Executives, 1982. 4p. Also in Executive Review 2:7 Apr'82. ED 218 709. Not available ERIC.

The demand for school discipline by the public, school boards, teachers, and students should induce high levels of stress in assistant principals, because they are usually responsible for discipline enforcement, but a recent study found that the assistant principalship was not stress-inducing. Administrative attribution theory proposes that administrators assign causality to events based on the perceived intent or motivation of the persons involved. Assistant principals' opportunity to assign intent to misbehaving students may reduce the stress they might otherwise feel. A survey of 24 assistant principals tested whether, in six hypothetical disciplinary cases, they would vary the severity of the punishment according to the motivations they attributed to the perpetrators. The results showed the assistant principals punished most severely those students to whom they attributed motivations of self-gain. These results indicate the assistant principal is psychologically free in enforcing discipline. This psychological freedom is stress-reducing and thus may help explain why assistant principals experience low levels of stress.

*669. Friesen, D., and others. Administrator satisfaction. Canadian Administrator 21:2:1-5 Nov'81.

A questionnaire survey of 327 elementary and secondary principals in Alberta found that they derived job satisfaction mostly from interpersonal relations and from feelings of accomplishment, responsibility, authority, and autonomy. They were most dissatisfied with administration and policies, the amount of work, and constraints on their actions.

*670. Gorton, Dick. Administrator stress: some surprising research findings. Planning and Changing 12:4:195-99 Wtr'82.

Preliminary analysis of data from this study of a limited sample of administrators suggests that most high school principals are not experiencing a high level of stress. There is also some doubt about whether certain techniques for coping with stress are as effective as previously believed.

*671. Herlihy, Barbara, and Dennis Herlihy. The loneliness of educational leadership. NASSP Bulletin 64:433:7-12 Feb'80.

Most principals find their jobs professionally rewarding, yet many do not plan to stay in the principalship because of a sense of isolation.

672. Jentz, Barry C. How to face mid-life crisis and feel better about yourself. National Elementary Principal 59:3:53-55 Mar'80.

The principal who faces himself or herself and chooses, whatever the choice, will find comfort in the knowledge that he or she has taken charge, not of a situation or of the problems of other people, but of himself or herself.

*673. Kendall, P.R.W., and C.G.E. Hunt. Stress management for school administrators: pilot project in B.C. Canadian School Executive 1:7:15-18+ Jan'82.

In response to their increasing concern with stress and its effects on their personal and professional lives, secondary school administrators of a Metro Vancouver school board invited the Vancouver Health Department to present a workshop on stress management at their annual conference. The major components of the workshop as well as the findings of a pre-workshop questionnaire on personal statistics, workstyles, personal stress responses, exposure to health hazards and nutrition habits are reported. Results of a follow-up questionnaire one month after the workshop on actual behavior changes brought about by the workshop are also discussed.

674. Rice, Alan William. Principal Job Satisfaction. Ph.D. thesis, University of Alberta, 1978. 304p.

*675. Thomas, M. Donald. The principal as a person. NASSP Bulletin 62:421:1-6 Nov'78.

If a principal is to serve others effectively, he must first serve himself. A program is outlined for personal health and well-being.

676. Tremblay, Richard. Surcharge du directeur d'école. Information 20:4:29-31 Déc. 1980.

*677. Washington, Kenneth R. Stress: is it a major problem for urban school principals. Clearing House 55:9:389-91 May'82.

There is a need for programs that will help urban school principals develop skills for dealing with job-related stress.

TEACHER SUPERVISION, EVALUATION AND DUE PROCESS

For more references on evaluation see Teacher and Administrator Evaluation, Bibliography #74, December 1981.

**678. Badertscher, James A. Inducting Newly Placed Teachers: Orientation Responsibilities of the School Administrator. OSSC Bulletin Vol. 21, No. 10. Eugene: Oregon School Study Council, 1978. 37p. Available ERIC. ED 155 805.

This bulletin is designed to provide an overview of teacher orientation practices and suggestions. Its primary audience is the building principals who find themselves responsible for orientation activities. The paper offers an analysis of orientation program objectives, an overview of the components of an effective orientation program, a review of the adjustment problems and the orientation concerns of newly placed teachers, remarks concerning administrative orientation responsibilities, approaches to orientation program planning, and recommendations.

679. Barth, Roland S. Teacher evaluation and staff development. National Elementary Principal 58:2:74-77 Jan'79.

Although conflicts based on role, purpose, personal relationships, values, and expectations are inherent in the supervisory process, everything that happens between teacher and principal has potential for promoting the teacher's personal and professional growth.

680. Bergeron, Denis. Les administrateurs scolaires et la supervision pédagogique ... Pourquoi pas? Revue Information 18:5:20-22 Janv. 1979.

*681. Bortner, Doyle M. Coping with demands for instructional accountability. NASSP Bulletin 63:427:33-42 May'79.

Presented are some strategies for meeting the challenges and responsibilities that the accountability movement implies for the school administrator, particularly the principal.

682. DeLacy, Janice C., and Jeannine D. Rogel. A professional development program for administrators. Journal of Staff Development 2:1:116-40 May'81.

The Bellevue Administrative Professional Development Program was successful in its attempt to have principals learn and apply the skills of clinical supervision. Future opportunities for maintaining the principals' abilities to apply such skills should emphasize the planning and conducting of post-observation conferences with the teacher.

683. Ehrgott, Richard H. Administrators face new era requiring observation skills. Thrust for Educational Leadership 8:4:8-10 Mar'79.

Noting the changing role of the principal toward instructional supervision, this article suggests several plans by which

California schools and districts can put together staff development programs using resources from the state's school improvement legislation.

684. Evers, Irving C. The Principal's Authority Over Assigned Personnel. Topeka, Kans.: National Organization on Legal Problems of Education, 1978. 17p. Chapter 2 of "The School Principal and the Law". See #443. ED 172 329. Not available ERIC.

The authority of a school principal over teachers, student teachers, teacher aides, and other employees is the subject of this chapter. In order to discharge duties properly, a principal must have the power to enforce prompt obedience to commands. He or she has the inherent authority to curtail any disruptions in the functioning of the school, the paper states. It discusses specific court cases dealing with this inherent authority, especially as regards teachers. Detailed discussion is offered of the assignment of extra-curricular activities to teachers and a principal's managerial prerogative to assign them. A short discussion is offered of the hiring and use of student teachers and teacher aides. The paper concludes that as more and varied categories of personnel are assigned to principals, an increasing amount of a principal's time will be spent on personnel matters.

685. Gividen, Bert. Rural and urban principals' assessment of teacher competency. Rural Regional Education Association Bulletin 1:1-2 Wtr'78.

It is concluded that the rural principal is just as well-informed regarding evaluation determiners as is his/her urban counterpart.

686. Grand'Maison, Yvon. L'évaluation: problème numéro 1 des directions d'écoles. Information 20:6:12-20 Fevr. 1981.

*687. Huddle, Eugene W. A Maryland program for the professional development of school principals. Phi Delta Kappan 63:6:402 Feb'82.

This article describes the Maryland State Department of Education's volunteer training program for principals and other instructional leaders in supervision and evaluation of instruction. The program has been offered through the Maryland Professional Development Academy since 1977.

688. Krajewski, Robert J., and others. The principal and instructional supervision: a dialogue. National Elementary Principal 58:2:68-73 Jan'79.

A dean of education and a professor of educational administration discuss the role of the principal as instructional supervisor.

*689. Latimer, Dr. Lowell. Thoughts on supervision and observation. Principals-In-Council 8:2:7 Feb'80.

Among the many hats worn by principals are those hats of supervision and observation. This article gives consideration

to the concept of supervision, to reasons why principals observe, and to the utilization of feedback as a process. As observers in the classroom, principals need to continually upgrade their skills.

690. Loriot, Lucien. Les principaux d'écoles secondaires francophones du Québec et leur perception de la probation des enseignants. Thèse de maîtrise, Université de Montréal, n.d., n.p.

*691. MacNaughton, Robert, and Victor J. Ross. With preparation, you can clear the teacher termination hurdles. American School Board Journal 169:4:32-34 Apr'82.

The authors maintain that, contrary to popular opinion, it is possible to fire incompetent teachers, as long as administrators know how to provide both substantive and procedural due process, follow state tenure laws or continuing contract laws, follow the collective bargaining agreement, and conduct and write a fair teacher evaluation.

*692. Martin, William J. Studying educational organizations with structured observation. Peabody Journal of Education 59:3:160-69 Apr'82.

Structured observation is a form of participant observation in which the observer/researcher tries not to impinge upon the social system while gathering data. Structured observation as a field methodology contains the following components: (1) problem selection; (2) preliminary investigation; (3) primary data collection; (4) secondary data generation; and (5) data synthesis.

693. Martin, Yvonne M., and Owen Corcoran. A Systems Analytic Approach To The Study of Supervision of Instruction. Paper presented at the Canadian Society for the Study of Education Conference, Saskatoon, June 1979.

The study reports a contextual inquiry into the supervisory situation in a large school district in B.C. using a systems analytic model. Two findings related to the meaning of supervision held by teachers and principals. These were substantially different. Another interesting finding suggested that structural factors in the district were perceived by teachers and principals as a greater source of restraint on a supervisor than were psychological factors.

*694. McIntyre, John D., and William R. Morris. Time management and instructional supervision. Clearing House 55:9:422-24 May'82.

This article reviews data concerning time management and instructional supervision and suggests means for more effective management of supervision time.

*695. Natriello, Gary, and Sanford M. Dornbusch. Pitfalls in the evaluation of teachers by principals. Administrator's Notebook 29:6:1-4 1980.

This article presents the findings of several studies of evaluation processes and identifies a model that helps to make explicit the components of the evaluation process. Rules of thumb for conducting successful evaluations are suggested.

*696. Nordick, Doug J. Supervision of classroom instruction: principal's role. Saskatchewan Educational Administrator 13:4:2-17 Je'81.

The purpose of this paper is to provide evidence and support for supervision of classroom instruction as a role of the principal. Major topics discussed are: (1) barriers to the supervision of instruction; (2) planning a supervisory program; (3) clinical supervision; (4) rationale for principal supervision; (5) leadership style; and (6) peer supervision. The author believes that principals have a significant contribution to make in the area of instructional supervision.

**697. Ortiz, Flora Ida. The Management and Administration of Instructional Supervision. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., March 19-23, 1982. 29p. Available ERIC. ED 214 305. Microfiche only.

Based on the view that instructional supervision means the improvement of both teachers and instruction, this paper attempts to show how instructional supervision is managed and administered by one principal. The author suggests that most principals do not understand how to evaluate instruction and so resort to evaluating persons.

*698. Principal's supervisory role researched. Saskatchewan Bulletin 48:6:11 Nov 13'81.

A Saskatchewan province-wide study found that teachers and principals agreed that principals should be more involved than they currently are in the task areas of staffing, instructional aids, orientation of new staff, in-service education, special pupil services and instructional evaluation. It was preferred that principals be less involved with instructional organization and school-community relations. A major finding in the areas of staffing and instructional evaluation was that teachers and principals had a similar desire that principals become more involved in the formative evaluation of teachers and less involved in the summative aspect. According to the findings of this research, serious consideration should be given to delimiting and expanding the role of the principal in supervision of instruction.

**699. Redwine, Judith A., and Robert A. Dubick. Teachers' Perceptions of Instructional Leadership and Teacher Evaluation Processes. 1978. 75p. Available ERIC. ED 157 892.

The specific objectives of this study were to assess the views of practicing teachers concerning: (1) perceptions of present principals as instructional leaders; (2) expectations for principals as instructional leaders; (3) perceptions of the teacher evaluation process; (4) expectations for the teacher evaluation process; (5) readiness for the problem solving approach to teacher evaluation; and (6) differences in perceptions, expectations, and readiness by sex, sex match with principal, sex of principal, type of teacher, size of school, type of school, tenure status and locus of control.

*700. Sackney, L. The principalship and classroom supervision. Saskatchewan Educational Administrator 13:2:32-40 Dec'80.

The author delineates the major thrusts of clinical supervision, discusses some of the research base on the subject and offers reasons as to why efforts in classroom supervision have not been too fruitful. He then suggests ways in which principals might improve their supervisory efforts.

*701. Suprina, Richard N. Supervision do's and don'ts. NASSP Bulletin 62:422:51-54 Dec'78.

Guidelines for teacher observation and evaluation are presented.

*702. Wheatley, John A. Principal must be flexible. Reporter (OECTA) 2:7:51 Mar'77.

The key to improving the teaching-learning environment lies in the realization that an ongoing evaluation of the current status of the environment must take place. The principal must strive to be observant of the various components of this environment and react in such a manner that improvement is promoted. Since the classroom is the heart of the educational situation, one of the principal's major concerns is to determine how effective the teacher is at helping the student reach the agreed upon educational goals.

*703. Young, Betty S. Principals can be promoters of teaching effectiveness. Thrust for Educational Leadership 9:4:11-12 Mar'80.

This article describes a program in the Vallejo City Unified School District (California) in which the principal, using classroom observation and teacher conferences, assumes the role of teacher of the staff.

WOMEN AND MINORITIES

**704. Berman, Jill. The Managerial Behavior of Female High School Principals: Implications for Training. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 9p. Available ERIC. ED 217 516.

One explanation of the disproportionately low percentage of women in school administration is the commonly held assumption that men are better managers than women. As a test of this assumption, the task performances of five female high school principals were described, analyzed, and compared with those of five male high school principals. The findings indicate that the male and female principals' overall task performances were similar, especially in such areas as types and duration of different activities and pace and volume of workload. However, the female principals had higher percentages of contacts initiated by others, shorter desk work sessions during the school day (but longer sessions after school hours), higher percentages of contacts with superiors, longer

phone calls and meetings, and more likelihood of carrying out planning during meetings. Discussion of possible causes and implications of these differences illustrates the need for further research on school administrator behavior and especially on sex-related differences. A table is appended comparing the principals' average times in different activities.

**705. Bonuso, Carl, and Charol Shakeshaft. The Influence of Gender in the Selection of Secondary School Principals. Paper presented at the Annual Meeting of the American Educational Research Association, New York, March 19-23, 1982. 26p. Available ERIC. ED 218 701.

A sample of 472 superintendents in New York State participated in this study, which examined the presence of sex discrimination in the selection of secondary school principals. The superintendents were asked to rate a hypothetical applicant resumé that included credentials and a photograph. A hypothetical job description of a secondary school principal and a questionnaire were also included in the packet. The results of the study indicated no difference based on gender in the ratings of applicants with identical qualifications. In a follow-up investigation, 59 superintendents (from the original sample) who had hired one or more secondary principals during the 1980-81 school year were interviewed concerning their hiring experiences. The majority of these superintendents stated that few female applicants were qualified for the job, an assertion the researchers were unable to confirm or refute. The study reaches no conclusions about the presence or absence of sex discrimination in hiring practices, but suggests that the small number of women hired as secondary school principals in New York State may be due to an insufficient number of women applying for the position and to continued sex discrimination.

706. Brown, Lois. Career Patterns of Male and Female Elementary Principals. M.A. thesis, University of Calgary, 1979. 104p.

The study compared and contrasted the career patterns of male and female elementary school principals in the areas of social background, professional motivation, professional preparation and experience and aspects of promotion to the principalship. In general, conclusions were supported by the survey of selected literature indicating advantages enjoyed by men in obtaining principalships.

*707. Clark, Helen, and others. Women in Administration: the Known Equation; the Untried Talent. Brief submitted to the Trustees of the Calgary Board of Education, April 27, 1982.

After providing statistical evidence of the paucity of women decision-makers in Calgary Board of Education schools and reviewing research which identifies the talent women can bring to administration, the authors advocate that the Board adopt a number of recommendations aimed at correcting the existing inequalities.

708. Clarke, M.T. Men, women and post-primary principalship in Northern Ireland, 1978. CORE 3:1:13 Mar'79.

Half the post-primary school teachers in Northern Ireland are men, yet 75.6 per cent of the post-primary principals are men. This paper attempts to relate this disparity to school management structure, religious status, and sex-distributed features among post-primary teachers.

**709. Cochran, Judith. When the Principal Is a Woman. 1980. 7p. Available ERIC. ED 184 247.

Myths surrounding the effectiveness of women principals abound. This paper dispels some of those myths by citing studies that show: (1) Teacher morale in schools with women principals is either equal to or higher than that in schools with male principals; (2) Women principals are more effective at resolving conflicts with staff members; (3) Teachers believe there is no difference in the leadership abilities of men and women principals; (4) Women principals more often bring about productive behavior on the part of their teachers; and (5) Women principals speak and act more often as representatives of the group. The paper concludes that most anxieties associated with the myths can be dissipated by careful selection and preparation of women principals.

**710. Haven, Elizabeth W., and others. Minorities in Educational Administration: The Principalship. A Literature Review. Annandale, Va.: J W K International Corp., 1980. 77p. Available ERIC. ED 208 485.

The position of minority groups in administration, particularly in the principalship, is examined in this literature review. It examines the way many present barriers restrict qualified minority candidates from entering and progressing in the field. The review concludes with descriptions of some programs for training minority administrators and with recommendations for areas of further research. It is argued that minority principals with significant input into policy decisions and with control over the implementation of those policies can use their insights and experience to meet the educational demands of a culturally pluralistic society.

**711. Haven, Elizabeth W., and others. Women in Educational Administration: The Principalship. A Literature Review. Annandale, Va.: J W K International Corp., 1980. 93p. Available ERIC. ED 208 486.

During this century the number of women in administrative positions in the schools has declined dramatically. This literature review provides insight into this situation. It presents statistical details of the decline in the number of women administrators, factors contributing to this decline, attempts at reversing the decline, and insight into the informal processes operating within society as a whole and within the institution of education in particular that limit the effectiveness of attempts at change. The review concludes with a presentation of some strategies that may effectively

intervene in the informal processes and with suggested directions for further research into women's participation in the field of administration. It notes that researchers tend to agree that the only way any real changes in the hiring patterns in the field are going to take place is for a large number of women to be hired immediately.

**712. Johnson, Florence DeVida H. The Relationship Between Rule Administration and the Leadership Behavior of Black Male and Female Urban Elementary School Principals. Paper presented at the Annual National Conference on Urban Education, "The Survival of Urban Education", Norfolk, Virginia, November 20-22, 1977. 13p. Available ERIC. ED 153 338.

This investigation was undertaken to test the relationships among rule administration behavior (how principals administer school rules), leadership behavior, and the sex of black elementary school principals. Twenty principals were subjects, with 200 teachers supplying responses to the Rule Administration Scale (RAS) and the Leadership Behavior Description Questionnaire (LBDQ). The results showed that female principals were perceived by their teachers as more representative and more punishment-centered than males in their administration of the rules. In terms of leader behavior, the females were rated higher than the males in representation, demand reconciliation, persuasiveness, initiation of structure, role assumption, production emphasis, predictive accuracy, integration, and superior orientation. Both male and female principals perceived themselves to be stronger leaders than their faculty members perceived them to be.

**713. Kalvelage, Joan. The Decline in Female Elementary Principals Since 1928: Riddles and Clues. 1978. 22p. Available ERIC. ED 163 594.

In 1928, 55 percent of elementary school principals were women. By 1973, only 20 percent were women. This paper examines research data for explanations of the decline of the percentage of women elementary school principals. Both incompetence and sex discrimination are rejected as explanations. Clues to the decline are traced to the decline of the feminist support system that occurred after women won the vote, to state laws for equal pay for equal work, and to the cult of efficiency that led to the bureaucratization of schools. The bureaucratization of schools entailed a redefinition of the elementary principal's role that clashed with the values and interests of most women, then and now.

**714. Kelly, Noeline L., and Brian J. Kelly. Career Development of Male and Female Elementary Principals in a Southwest School District. 1981. 8p. Available ERIC. ED 214 255.

Interviews with eight female and eight male elementary principals in a Texas school district provide comparative information on career development differences among males, females, and persons from differing ethnic groups. Among the findings are that female principals, especially Anglo females, waited longer than males for their first principalship; that more female principals had higher academic qualifications than the males; and that most interviewees had spent their entire teaching career in Texas elementary schools.

**715. Kelsey, Frances W. Women in Educational Administration in New England. Baseline Data Study. Lincoln, Mass.: New England Coalition of Educational Leaders, 1978. 33p. Available ERIC. ED 193 744.

Focusing on the positions of superintendent, assistant superintendent, and high school, junior high, and elementary school principals, this study attempted to determine the number of female school administrators in New England. Data for 1977-78 were used for Maine, New Hampshire, and Vermont and for 1976-77 for Massachusetts, Rhode Island, and Connecticut. Results indicate that for the time periods indicated women constituted 1 percent of New England's superintendents, 5 percent of its assistant superintendents, 1 per cent of its high school principals, 2 percent of the junior high school principals, and 20 percent of the elementary principals. Three states (Maine, New Hampshire and Vermont) had no female superintendents or high school principals.

*716. Lovelady-Dawson, Fannie. Women and minorities in the principalship: career opportunities and problems. NASSP Bulletin 64:440:18-28 Dec'80.

Problems facing women and minorities who aspire to the principalship and what might be done to assist them are discussed.

**717. Ortiz, Flora Ida. Career Change and Mobility for Minorities and Women in School Administration. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 7-11, 1980. 42p. Available ERIC. ED 186 979.

This study reports on career change and mobility for women and minorities in school administration. The first section describes women in school administration, including women as specialists, as elementary principals, and in token and line positions. The second section examines minorities in school administration (including Hispanic female administrators) and minorities as principals, superintendents, and central office personnel.

718. Ortiz, Flora Ida, and Janice Covel. Women in school administration: a case analysis. Urban Education 13:2:213-36 Jy'78.

This study focuses on an upwardly mobile female school administrator as she struggles to establish and retain a career in school administration.

**719. Paddock, Susan C. Male and Female High School Principals: A Comparative Study. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 8-12, 1979. 10p. Available ERIC. ED 170 862.

Differences in the personal and career characteristics of men and women secondary principals were examined by comparing data from a study of women high school principals with data from a National Association of Secondary School Principals (NASSP) study on the secondary school principalship. Data for the

study of women principals were provided by 97 women secondary principals who completed the same questionnaire used in the NASSP study of 1,131 male and female principals. The comparison revealed that a larger percentage of women than men principals were minority group members and a smaller percentage majored in educational administration. Although the women entered administration at approximately the same age as the men, they became principals somewhat later. Men principals appeared to have higher career aspirations than did their female counterparts. In several categories women principals exhibited greater job satisfaction than that of their male counterparts. This study suggests further studies on the relationships between career patterns and job performance.

*720. Paddock, Susan C. Women principals: the rule or the exception? NASSP Bulletin 64:440:1-4 Dec'80.

The routes that women take to the principalship are usually different from those taken by men, but once women achieve the principalship, the differences between their career patterns and those of men disappear.

**721. Porter-Gehrie, Cynthia. The Female High School Principal: Key Factors in Successful Career Advancement. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California, April 8-12, 1979. 27p. Available ERIC. ED 170 914.

The purpose of this paper was to examine the problems of and demands on female administrators as they make the transition from the elementary to the secondary school principalship where more policy-setting is involved. Two case studies are presented of women principals making the transition within large city school systems. The subjects were observed for twelve full school days throughout the academic year as they conducted their daily business. After a detailed discussion of some of the obstacles they overcame, the paper concludes that a study of additional female principals over the whole school year may provide a context for interpreting the findings of normative research on larger samples of female managers.

*722. Sampson, S. Sex stereotypes: some evidence from Australian schools. Australian Journal of Education 23:2:132-41 Je'79.

Student attitudes and sex stereotypes were investigated in high schools with male and female principals to ascertain whether experiencing women in leadership roles related to greater student acceptance of women's capabilities. Boys, significantly more than girls, believed women lack leadership characteristics, regardless of the principal's gender.

723. Sayer, John. How women are stopped from getting ahead: and a headship. Education 155:10:7:258.

**724. Seifert, Kelvin, and Wendy Lyons. Attitudes of Principals About Early Childhood Teachers. Winnipeg: Manitoba Univ., 1976. 14p. Available ERIC. ED 178 172.

In this study researchers wanted to discover school principals' attitudes about reported increases in the proportion of men teaching very young children. Elementary school principals in southern Manitoba were interviewed about their attitudes toward beginning teachers in early childhood (nursery-kindergarten) education. Principals seemed less concerned with teachers' specific skills or training and more concerned with teachers' personal qualities, such as warmth, kindness, love of children, and ability to create a happy creative atmosphere in the classroom. Most principals seemed to feel isolated from their peers and different from or more radical than them in their practices and educational philosophy. Almost all expressed a wish that more men could be found who were qualified and willing to teach very young children. None stated that the gender of a person directly determined whether or not he/she was hired. Principals were quick to point out, however, that a man had to be unusual to work in early childhood education, since he would be contradicting social expectations about what men do for a living.

*725. Smith, Judith A. Encouraging women to enter administration. NASSP Bulletin 62:418:114-19 May'78.

A 1975 survey of Pennsylvania school superintendents reveals generally high evaluations of women principals' and assistant principals' administrative performance. This article also contains a brief history of women in educational administration.

726. Tibbetts, Sylvia-Lee. The woman principal: superior to the male? Journal of the NAWDAC 43:4:15-18 Sum'80.

Research indicates that women are better principals than men. Reasons for superiority include greater teaching experience and higher qualifications for the principalship. Women should not be satisfied to view the administrator's position as a "man's job" but should feel that it is also a position appropriate for women.

*727. Women in administration: any changes? Canadian School Executive 6:2:20 Dec'82.

Although women interviewed at the 1982 Western Canada Educational Administrator's Conference felt that women were now receiving a great deal of encouragement to compete for administrative posts, the Canada-wide statistical picture for women in administration shows a decline in the proportion of principalships held by women over the last 10 years -- from 17 per cent in 1972/73 to 13 per cent in 1980/81.

B. VICE-PRINCIPALS

*728. Allaby, Lloyd, and Marven Betts. Instructional leadership: a shared responsibility. Principals-in-Council 6:2:5-7 Mar'77.

It is time for school officials to realize that the principal cannot fulfill the role of superman and be all things to all people. The realities of leadership require that tasks be delegated to others. Principals who are viewing their leadership role in larger perspective have restructured their school organization to create a position of instructional leadership for the vice-principals. This has required the principal to turn away from the traditional view of his assistant as disciplinarian, attendance officer and odd jobber to one of a competent person fulfilling a professionally rewarding role. The role of the vice-principal of instruction is discussed.

*729. Black, Alice Brenda. Clarifying the role of the assistant principal. NASSP Bulletin 64:436:33-39 May'80.

Results of a study in Baltimore (Maryland) to determine how assistant principals and their superiors view the assistant principalship indicate a need for better time management and development of a school system policy.

**730. Brottman, Marvin A. The Assistant Principal as Decision Maker. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Philadelphia, Pa., March 11-14, 1981. 18p. Available ERIC. ED 203 493.

The current phenomenon of declining enrollments restricts opportunities for advancement. Thus, it is critical to find ways of making the assistant principalship more attractive as a career choice. One solution would have the principal cope with extant problems while the assistant principal is given the legal responsibility to administer new functions. A role in participative decision-making would also contribute to job satisfaction. New studies of assistant principals at the national level are needed in order to identify their current status, which is necesary to the charting of their future participation in the leadership and administration of schools.

*731. Clements, Z.J. Enriching the role of the assistant principal. NASSP Bulletin 64:436:14-22 May'80.

The assistant principal is potentially the most effective leader to spearhead a drive toward renewing quality educational programs. This report includes an extensive bibliography on personalizing instruction.

*732. Gallant, Thomas F. The vice principalship: an important step on the administrative career ladder. NASSP Bulletin 64:440:28-32 Dec'80.

An Ohio study reveals that to reach the key position of vice-principal, it may be helpful for women seeking promotion to gain visibility through positions like counselling or through taking active roles as coaches or activity sponsors.

*733. Garawski, Robert A. The assistant principal: his job satisfaction, and organizational potency. Clearing House 52:1:8-10 Sep'78.

The secondary school assistant principalship is significant to educational administration because it represents first-line management of every aspect of a secondary school's operation. A survey was made of 164 assistant principals to determine to what extent their tasks and environmental conditions were related to job satisfacion.

**734. Hartley, Carolyn W., and Patricia Brown. Two Heads ARE Better. Paper presented at the Annual Meeting of the National Association of Elementary School Principals, Anaheim, Ca., April 4-8, 1981. 7p. Available ERIC. ED 208 558.

A principal and assistant principal take turns relating personal day-to-day experiences as partners in a management team in a way that shows why they favour shared leadership with assignment of responsibilities based on strengths and needs rather than on tradition. The authors question the effectiveness of the traditional separation of the principal's and assistant principal's jobs and instead advocate a team relationship that is in tune with the goals and needs of today's schools. They do warn, however, that the approach has some problems, including lack of understanding by colleagues, perceived loss of power, and legal restrictions on power sharing.

**735. Hentges, Joseph T. A Normative Study of the Assistant Principalship in Selected Minnesota Secondary Schools. Thesis for the Degree of Specialist in Educational Administration, Mankato State University, 1976. 130p. Available ERIC. ED 168 148.

The purpose of this study was to investigate the duties and responsibilities assigned to assistant principals in select Minnesota secondary schools. The objectives were to determine: (1) The degree of responsibility delegated to the assistant principal for each duty assigned; (2) The level of authority involved in the completion of the delegated duty; (3) The degree of importance the duty had to the proper functioning of the school, as viewed by the respondents; (4) Differences evident between the roles of assistant principals in junior and senior high schools; (5) Differences evident between the roles of assistant principals in urban, rural, and suburban schools; and (6) Differences in the perceptions of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal. The study concluded that assistant principals in Minnesota secondary schools are involved in practically all aspects of the administrative process and that most of their duties involve shared responsibility.

**736. Hunter, Susanne M. Evaluation of the Extra Administrative Assistance Given the Four Largest Secondary Schools in Vancouver. Section A. Research Report 79-01. Vancouver: Board of School Trustees, Dept. of Evaluation and Research, 1979. 26p. Available ERIC. ED 192 460.

In March, 1977, the Vancouver Board of Trustees responded to a need for administrative assistance in its four largest secondary schools by appointing vice-principal interns in two schools, a vice-principal for curriculum in a third school, and a school business assistant in the fourth. These two-year appointments were evaluated at the end of the second year to determine their effect and the implications for the schools of discontinuing the assistance. Results indicated that the assistance provided by the new personnel permitted regular administrators to make better use of their time; made task distribution and workloads more equitable for all administrators; allowed smoother operation; and improved communication between administrators, staff, students, and teachers. It was believed by those surveyed that discontinuation of the program would be detrimental on nearly all counts.

*737. Job description for the assistant principal. NASSP Bulletin 64:436:51-55 May'80.

This job description of an assistant principal, in checklist style, includes an evaluation form.

*738. Kolmes, Jo-Anne. Vice-principal's role neglected, speaker says. ATA News 16:5:3 Nov 2'81.

The contents of a conference presentation on the role of the vice-principal is reviewed. The speaker maintains that the vice-principalship should be viewed as an internship -- a preparation group for potential principals. A U.S. survey showed that in many cases the vice-principal's most common role was that of policeman/chief disciplinarian. School boards and principals should take steps to make the vice-principalship a more positive experience.

*739. Kriekard, John A., and M. Scott Norton. Using the competency approach to define the assistant principalship. NASSP Bulletin 64:436:1-8 May'80.

To define the role of the assistant principal in Arizona, this study asked participants to list specific tasks and required competencies. The final list is reproduced here.

**740. Landmeier, Ralph W. The Importance of the Assistant Principal. Paper presented at the Ohio Association of Secondary School Administrators' Assistant Principals Conference, Columbus, Ohio, 1979. 11p. Available ERIC. ED 169 664. Microfiche only.

Because of the difficulty of current and emerging school problems, the assistant principal needs to be knowledgable in such diverse areas as accounting, school finance, school law, student rights, book censorship, and women's equity. In addition, it is necessary that the assistant principal be

involved in curriculum improvement, evaluations, extra-curricular activities, goal setting, and competency testing. Although problems of attendance and discipline are important, the assistant principal must be careful to delegate responsibilities in these areas, when possible, and not become bogged down in paper work. The assistant principal must have a clear picture of his or her duties or responsibilities set down in a comprehensive up-to-date job description. Survival of the assistant principal depends on attitude toward the job, including clear personal goals and initiative. Assistant principals ought to become familiar with literature on the management team, reduction in force, and student activities. A monthly meeting of area assistant principals might be useful. Although problems of discipline, attendance, violence, and vandalism are important phases of the assistant principal's job, they should not overshadow other phases of administration.

741. Malone, Wayne C. Help your assistant principal climb the ladder to success. Executive Educator 3:4:27,37 Apr'81.

Qualities a principal can look for in an assistant principal and ways to help the assistant function effectively while training to assume a principalship are discussed.

**742. Mammana, Joseph R. Multi-Unit High School. Assistant Principal's Manual. Annandale, N.J.: North Hunterdon Regional High School, 1976. 43p. Available ERIC. ED 162 393. Microfiche only.

The most important and most difficult task of the assistant principal for instruction in a multi-unit high school is recruitment of teachers for the learning communities. These teachers must be convinced that the increased workload and added responsibilities involved in developing inter-disciplinary courses, budgeting time, space, and funding, and dealing with students on an individual basis are offset by the autonomy, academic freedom, and positive student response gained in return. Other tasks shared by the assistant principal for instruction include teacher evaluation, monitoring the instructional budget, promoting cross-disciplinary techniques, organizing summer work, overseeing use of curriculum guides and independent study projects, providing for in-service training, and developing the learning community concept. The assistant principal for student services, on the other hand, has responsibility for such non-instructional phases of the high school operation as facility usage and security, discipline, and the extra-curricular budget.

*743. Marsh, Lee. Nobody knows the principals I've seen. Educational Leadership 38:7:542-43 Apr'81.

Writing under a pseudonym, the author recounts in a humorous style his experiences serving as an assistant principal under four different principals. Suggestions are made for effective ways to utilize the abilities of assistant principals.

*744. Miller, Lynne, and Ann Lieberman. School leadership between the cracks. Educational Leadership 39:5:362-67 Feb'82.

By describing a typical hectic week in the life of an assistant principal, the author demonstrates why there is little time for educational leadership.

*745. Mitchell, Mack. Assistant principals can be effective counselors, mediators. NASSP Bulletin 64:436:29-32 May'80.

Assistant principals must function as both counsellors and mediators if they hope to succeed in mollifying disruptive students.

*746. Potter, James M., Jr. Enhancing the role of the assistant principal. NASSP Bulletin 64:436:9-13 May'80.

The author lists 10 suggestions that an assistant principal can use to enhance his/her position in the school.

*747. Principals overworked while v-ps stagnate. Canadian School Executive 2:6:19 Dec'82.

Principals are often struggling with an impossible list of duties while vice-principals are stagnating with drudgery assignments. Speakers at the 1982 Western Canada Educational Administrator's Conference argue that the vice-principal should be given an expanded role in school administration.

748. Reed, Donald B., and Dennis A. Conners. The vice principalship in urban high schools: a field study. Urban Education 16:4:465-81 Jan'82.

A report on four pilot studies which investigate the vice-principal's role in high schools and its relationship to school organizational context is presented. School environmental factors as well as the alliance-building and maintenance activities of vice-principals are examined.

*749. Richardson, Ross L. One way out of the mobility freeze. CEA News: 309:n.p. Sep'78.

An Ottawa vice-principal discusses the valuable experience he acquired while on secondment to a local private school.

*750. Sackney, Larry. The role of the vice-principal. Saskatchewan Administrator 10:3:20-27 Mar'78.

The author suggests a team approach to administration. Leadership skills are identified and it is suggested that the competencies of each team member be complimentary.

751. Samuel, Geoffrey. The anomalous and vulnerable deputy head. Education 158:14:271 Oct 2'81.

*752. Smerka, Terrence J. A "modus operandi" for the assistant principal. NASSP Bulletin 64:436:23-25 May'80.

Some suggestions that assistant principals can use to establish good working relationships while performing expected tasks are presented.

753. Stoner, Lee H., and William T. Voorhies. The high school assistant principalship in NCA schools in Indiana. North Central Association Quarterly 55:4:408-13 Spr'81.

The findings of a survey of faculty and administrators at 106 high schools in Indiana are analyzed to determine the role and function of the assistant principal. The educational and professional background, aspirations, and job responsibilities of assistant principals are examined.

754. Todd, R., and W.F. Dennison. The changing role of the deputy headteacher in English secondary schools. Educational Review 30:3:209-20 Nov'78.

High school deputy headteachers (DHs) in an authority employing four per school, were surveyed on the value of job descriptions in differentiating responsibilities among deputies, and the extent of role conflict. The DHs' changing role after comprehensive reorganization is examined in relation to Burham's view of dual-leadership.

*755. Valentine, Jerry. Preparing your assistant for the principalship. NASSP Bulletin 64:436:40-43 May'80.

The author offers suggestions for principals to help them groom their assistants for the principalship via communication, feedback, and exposure in a leadership role.

756. Williams, Heather J. The role of the deputy head: is it changing? A study with particular reference to women in management in large comprehensive schools during the last five years. CORE 5:1 Mar'81.

757. Windsor, Gail Carl A. A Study of the Public Elementary School Assistant Principalship as a Training Ground for Future Principals. M.A. thesis, University of Calgary, 1976. 150p.

The purpose of this study was to obtain information from elementary school principals and assistant principals that would facilitate a description of the assistant principalship and its associated duties in terms of a training function.

758. Wragg, E.C. Deputy heads need training too. Education 153:8:191 Feb 16'79.

759. Wragg, Ted. A regional approach to the training of deputy heads. Cambridge Journal of Education 9:2&3:107-111 1979.

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27	March 1972	School Discipline ED 064 771		
28	May 1972	Early Childhood Education ED 069 366		
29	June 1972	Teacher Evaluation ED 069 607		
30	Oct. 1972	Intercultural Education -- Indians and Eskimos of North America	(o/p)	
31	Dec. 1972	Community Schools ED 086 695		
32	Feb. 1973	Principals and Vice-Principals		
33	April 1973	Tenure ED 077 863		
34	May 1973	Teacher Autonomy and Teacher Decision Making ED 077 864		
35	June 1973	Paraprofessional School Personnel		
36	Sept. 1973	Differentiated Staffing		
37	Oct. 1973	Secondary Education		
38	Nov. 1973	Independent Study		
39	Dec. 1973	The Practicum in Teacher Education		
40	Jan. 1974	Microteaching		

NO.	DATE	SUBJECT AND ERIC NUMBER	STATUS	ADDENDA
41	Feb. 1974	Interaction Process Analysis		
42	Mar. 1974	Supervision		
43	Apr. 1974	Elementary Education		
44	May 1974	Moral and Values Education ED 097 269		
45	June 1974	Behaviour Modification		
46	Sept. 1974	Work Experience and Cooperative Education Programs		
47	Oct. 1974	Education Finance in Canada		
48	Nov. 1974	Curriculum Development in Canada	O/P	
49	Jan. 1975	School Discipline		
50	Feb. 1975	Junior High and Middle Schools		
51	Mar. 1975	Principals and Vice-Principals ED 114 995		
52	May 1975	Teacher Evaluation		
53	June 1975	Continuing Education for Teachers ED 115 652		
54	Oct. 1975	Tenure		
55	Nov. 1975	Teacher Education Programs for Native People		
56	May 1976	Open Area Schools		
57	Sept 1976	Industrial Relations in Canada		
58	Oct. 1976	Pre-Service Teacher Education in Canada	O/P	
59	Jan. 1977	Evaluation of Student Teachers		
60	Feb. 1977	Community Schools		
61	Sept. 1977	Pupil Transportation and School Bus Safety in Canada		
62	Mar. 1978	Education Finance in Canada		
63	May 1978	Teacher Workload		
64	July 1978	Selection of Teachers and Student Teachers		
65	August 1978	Principals and Vice-Principals ED 168 163	O/P	
66	October 1978	Tenure ED 168 173		
67	November 1978	School Year Plans		
68	December 1978	Decisionmaking in Education		
69	April 1979	Mastery Learning		
70	September 1979	Teaching French as a Second Language in Canada		
71	June 1980	Part-Time and Substitute Teaching		
72	July 1980	Declining Enrolment		
73	September 1980	Special Education in Canada - Bilingual		
74	December 1981	Teacher and Administrator Evaluation		
75	September 1982	Teacher Stress		
76	April 1983	Principals and Vice-Principals		